

# *The* **WESTERN SCHOOL JOURNAL**

Mrs. E. L. Johnson,  
ARBOF

— INCORPORATING —

*A Bulletin of the Department of Education for Manitoba*  
*A Bulletin of the Manitoba Educational Association*

## SUN-CROWNED MEN

God give us men. A time like this demands  
Clear minds, pure hearts, true faith, and ready hands ;  
Men who possess opinions and a will,  
Men whom desire for office does not kill,  
Men whom the spoils of office cannot buy,  
Men who have honour, men who will not lie,  
Tall men, sun-crowned men, who live above the fog,  
In public duty and in private thinking.

—Oliver Wendell Holmes.

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**The Western School Journal**

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Number 10

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# The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXVIII.

WINNIPEG, DECEMBER, 1933

No. 10

## Editorial

### Well Done, Good and Faithful Servants

Anyone who had the privilege of attending the teachers' convention this fall must have been impressed by the sincerity and earnestness of those who attended. It was no uncommon thing to find scores who had come between twenty and fifty miles to attend, and often the roads were unfit for travel. Nor was the cost trifling in times like this. In many districts the salaries have been reduced forty or fifty percent, (sometimes unnecessarily). Attendance, to many, meant great sacrifice. Sometimes the enrolment was almost perfect for an inspectorate, and almost everyone who registered attended every session. All this is to the good. There is something in exchange of views, something in the addresses given, even more in the demonstrations, and still more in the fellowship. For the rural teacher does not have many opportunities of meeting with his kind. To meet old class mates and others who are doing similar work is a great treat.

There was one very gratifying feature—the appearance on the platform of a group of young teachers, men who are in charge of village and town schools, and ladies who are doing special work in the grades. There is no reason to feel downhearted so long as those who are coming along are actuated by high ideals and have a professional spirit and are reading and thinking.

It was good also to note the attitude of the public to the schools. There was nothing of fault finding and criticizing. Nothing has more clearly demonstrated

the wisdom of our teachers in maintaining a wise discretion in times of stress, than the kind reference made to them by people who are suffering hardships in the same way. Really one of the gains of the depression is this, that it has drawn teachers, parents and children into a more loving relationship. Naturally this is more apparent in rural communities and smaller towns than in larger cities. In school teaching as in all else the way militant is not the way triumphant.

### A New Nomenclature

On inquiry we found that the nomenclature for the schools of the Province has been changed by the Advisory Board. It was changed last year. Formerly the schools were designated as Elementary, Intermediate, High and Collegiate Institutes. The Junior High in Winnipeg was a later development. Now the term Intermediate has been dropped as applying to village schools and the terms used are Elementary, one-roomed (or one teacher) High School. Two-roomed (or two teacher) High School. Three-roomed (or three teacher) High School. Collegiate Institutes. The word Intermediate now applies to what was known as Junior High School in Winnipeg. This harmonizes with our conception of what the school should be. It is more than elementary, but it is not and should not attempt to be a High School, in organization or spirit.

### We Pass This Way Once

Dr. Alfred Smith for four years Governor of New York, on receiving his degree from the University of the State of New York had this to say, and it is worthy of consideration by every parent and every board of school trustees:

"It's all right to have economy; let everything else go by in times of stress, but don't let false economy fall on our public schools. It would not do the State a bit of harm if we did not build another mile of road for the next three years. It would not do much harm if we did not spend any more for operating the canals. I could name dozens of other activities that we could get along without in time of trouble. But one single year that education is neglected can never be brought back. We can build roads any time, . . . but where you lose one year in public education it can never be regained."

The following comment has been made on this statement:

"A sound doctrine could be no more pithily presented. The boys and girls pass this way but once. Most of them get their schooling as they go along—or they do not get it. And if the educational opportunities provided for them are skimpy and scattered, not only are they losers but the whole community whose responsibilities they are growing into year by year, in good times and bad.

Let it be recognized that during the days of prosperity there was inflation in education as in other fields. Some deflation is necessary in education. But there is a difference between healthy deflation and ruthless destruction. A democracy has an inescapable duty to keep the lamp of learning lighted—and all the more so in dark days of economic doubt and despair."

### Teaching

The following story from the Christian Science Monitor is placed on the Editorial page. Can all our teachers vision a result like this?

Muncie, Ind.

A young woman was appointed to teach in a rural school which had been taught only by men teachers, and the report was that even men found the achievement of discipline nearly impossible. The young teacher, however, was confident that she could master even this difficult situation.

After studying the matter carefully, she discovered that George, the oldest boy in the school, was the leader of the mischief-making forces. Neither punishment nor kind words had proved of any avail, but the teacher was not discouraged. If she could only find something to interest the boy, she felt that she could solve the probem for him as well as for the school.

One day a commotion in the school yard during a recess period called the teacher to the scene. George was in a fight. This was nothing unusual, but the cause of the fight seemed a little out of the ordinary. George was revenging a cruelty to a bird.

This was the teacher's opportunity, and gratefully she made the best of it. George was found to be interested in wild life; and every means at the teacher's command was used to stimulate and satisfy that interest. Books about birds, animals, and insects were obtained; and long hikes for observation were planned. In a short time the problem of discipline was solved; but far more important was the lasting incentive George had gained to continue his school work.

The teacher saw George well started on his high school course and then lost track of him.

A few years ago, in a school in this city, the principal announced one day that Mr. H., who was employed by the Conservation Department of the State of Indiana, would talk to the children about birds and other wild life, using slides for illustration.

One can easily imagine the surprise and joy of the teacher when she saw that the speaker was George, the bad boy. So delighted was George to see

his old friend and teacher that he publicly told the story of how an interested teacher had discovered his strong point, and, by enlarging upon it, had entirely changed the course of his experience.

### **Parent and Teacher**

Here are two truths that can not be repeated too often. The first is for parents, the second is for teachers.

(1) Nothing is worth so much to you as your children. The best endowment you can leave them is developed personality. Spiritual culture is more to be desired than material possession.

(2) Schooling is not the same thing as education. There is something lacking in any school if the child rather than the subject of study is not in the centre of the picture.

Put in the concrete and applied to conditions as we have them:

Support the schools; let them suffer last of all.

Keep the schools worthy of the support that should be given them.

### **The Cost of Education**

Which are most precious to man—good roads or well-trained children?

Because we have in this generation mortgaged the future, thus placing an untold burden on our children, is that any reason why we should punish them still further by depriving them of Education?

Teachers reach their limit of effectiveness early in life. After they give up teaching they are unfit for anything else. It is not so with business men. They have their business still when they retire. Teachers should have additional remuneration for their services on this account. They give not only the teaching years but their whole lives away.

Because of the improvidence and extravagance in Minnesota, the state is ten millions short in its budget for education. A parallel may be found in some parts of Canada. What kind of a man is he who robs the baby's bank?

### **Inspector Harry J. Everall**

Here was a rare and lovely soul—honest, straight-forward, unselfish, devoted—a man without enemies, a friend of all children, an advocate of all that was beautiful and good.. He cared not to live in the lime-light, but his deeds of love and mercy were many, and his name will live in the memory of the thousands he has helped and comforted.

After teaching in rural schools he was appointed to the responsible office of principal of the Consolidated School at Roblin, where his work was so successful that he was transferred to the Inspectorate of the Dauphin District. Here he gave service of the finest kind. As a tribute to his good judgment and his general ability he was appointed a member of the Newcombe Commission that revised the School Curriculum. Here his practical knowledge of school work was of the greatest assistance.

He will be missed by his many friends and school associates, particularly by his brother inspectors by whom he was so much esteemed.

The sympathy of the Journal is extended to his family and to the district which mourns his loss.

### **A Fine Venture**

It is a pleasure to record that the people of Manitou as the result of a suggestion from Inspector Andrew Moore are to make an experiment with a folk-school after the pattern of those in Denmark. The school is to give attention to studies and activities suitable to young people of the district. The experiment will be watched closely, and everybody will hope the school will be a success. If it is, the organization of such schools may become general. Now, what town is to open the first school for the education of adults? Think what a school for promotion of good citizenship would mean just at this time.

**THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION**

# **Departmental Bulletin**

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

**BOARD OF ADMINISTRATORS  
The Teachers' Retirement Fund Act**

Legislative Buildings,  
Winnipeg, Manitoba.

Hon. R. A. Hoey,  
Minister of Education,  
Dear Sir,

I enclose herewith an audited statement of the Teachers' Retirement Fund for the year ending June 30th, 1933, and it has occurred to me that you might also be interested in seeing a consolidated revenue statement, as follows, covering the eight year period during which the Fund has been in existence, namely, from July 1st, 1925 to June 30th, 1933.

**Consolidated Revenue Statement  
July 1st, 1925 to June 30th, 1933.**

Revenue	
Teachers' Contributions .....	\$279,971.05
Interest and Exchange .....	41,455.02
Donations .....	100.00
Bonds written up .....	678.76
	<hr/>
	\$322,204.83

Expenditure	
Pensions .....	\$ 16,067.00
Contributions Refunded .....	3,030.36
Salaries .....	5,919.00
Other Expenses .....	839.09
Bal. June 30th, 1933 .....	296,349.38
	<hr/>
	\$322,204.83

From the above statement it will be seen that whereas the total amount received as contributions from teachers and as donations was \$280,071.05, the balance now on hand amounts to \$296,349.38. This means that the interest and other income on investments has exceeded all the disbursements by over sixteen thousand dollars. The following is a summary of the investments of the Fund as at June 30th, 1933. All interest has been promptly paid when due.

Description of Security	Par Value
City of Winnipeg Bonds .....	\$ 67,340.00
Grand Trunk Pacific Railway (Guaranteed by Province of Sask.)....	1,944.00
Grand Trunk Railway, Perpetual Debenture Stock (Guaranteed by Dominion of Canada) .....	40,393.33
Greater Winnipeg Water District Bonds .....	47,000.00
Rural Municipality of Bifrost (Guaranteed by the Province of Man.)	1,000.00
Rural Municipality of MacDonald (Guaranteed by the Province of Manitoba) .....	2,338.10
Province of British Columbia .....	3,000.00
Province of Manitoba .....	105,000.00
Province of Saskatchewan .....	25,000.00
Town of Tuxedo .....	3,000.00
Total (Par Value) .....	<hr/> <hr/> \$296,015.43

The securities of the Fund are deposited for safe-keeping in the safety deposit vaults of one of the leading trust companies.

The Bonds held by the Fund are valued at their amortized book values. This explains the income item of \$678.76 which is the net amount by which the bonds have been written up towards the par values at which they mature.

The Grand Trunk Perpetual Debenture Stock has been sold since June 30th, 1933, and the proceeds have been re-invested in other first class securities. The Debenture Stock sold was payable in sterling only, and as we had at times incurred small exchange charges in converting the interest into dollars, it was thought wise to exchange the investment for securities payable in Canadian currency. There was a small net profit on the sale, after providing for the exchange charges referred to above.

The Pension payments of \$16,067.00 do not include the amounts by which the pensions payable out of the Fund itself have been supplemented by payments received since July 1st, 1930, from the Manitoba Government. Such supplementary payments have amounted to \$13,427.01. Forty-eight teachers have been granted pensions during the eight year period and of these fifteen were granted during the last year. One death occurred in the past year and the deaths in the whole eight year period were only five. Thus, there were, as at June 30th, 1933, forty-three retired teachers who had been granted pensions, the pensions averaging \$345.80 per annum, one-half of which comes directly from the Provincial Treasury.

Teachers, who retire from service after having contributed to the Fund for five or more years, are allowed cer-

tain refunds. The refunds made in the last financial year were \$1,591.06, and in the previous years \$1,439.30, a total of \$3,030.36. The refunds will increase with considerable rapidity as the Fund becomes older.

The salaries incurred in administering the Fund have averaged only \$740.00 per annum and have not varied greatly from year to year. No remuneration has been paid to any of the Board for their services.

The total expenses incurred during the past year amounted to only \$867.97, a very modest cost for investing funds of nearly \$300,000.00, and for keeping individual records of contributions from fifty-eight hundred teachers.

There has been no complete actuarial valuation of the Fund made since its inception. It will doubtless be advisable to have one made in the near future. The purpose will be to ascertain whether the Fund is making progress toward an ultimate goal of complete actuarial solvency, and, to effect this purpose, not one, but periodical valuations would be necessary. It is, of course, understood that, because pensions are granted covering years of service prior to the date when contributions began, there is now a technical deficit in the Fund. This, however, may in practice be ignored provided it appears that it is tending to decrease rather than increase. Because of the low costs of administration, the remunerative investments, and the comparatively favorable experience we have had in applications for pensions, we believe that the Fund as a whole has been progressing satisfactorily.

Respectfully submitted,

(Sgd.) C. C. Ferguson,  
Chairman, Board of Administrators.

**Teachers' Retirement Fund****Statement of Income and Expenditure for Year ended 30th June, 1933****Income :**

Teachers' Contributions .....	\$ 57,931.65
Interest Earned .....	13,077.09
U.S. Premiums .....	602.81
Amortization of Investments to par Value .....	402.31
	<hr/>
	\$ 72,013.86

**Expenditure :**

Pensions Paid .....	\$ 11,468.73
Deduct Government Grant .....	5,734.36
	<hr/>
Contributions Refunded .....	\$ 5,734.37

**Administration Expenses :**

Salaries .....	\$ 795.00
Office Supplies and Expenses .....	72.97
	<hr/>
	867.97

Net Income for year ended 30th June, 1933 .....	\$ 63,820.46
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**Statement of Fund**

Amount of Fund at 30th June, 1932 .....	\$232,528.92
Add—Net Income for year ended 30th June, 1933 .....	63,820.46
	<hr/>

Amount of Fund at 30th June, 1933 .....	\$296,349.38
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**Balance Sheet as at 30th June, 1933****ASSETS****Investments at cost :**

Dominion and Dominion Guaranteed Bonds .....	\$ 41,077.09
Provincial and Provincial Guaranteed Bonds .....	126,464.98
City of Winnipeg Bonds .....	64,340.77
Greater Winnipeg Water District Bonds .....	46,858.40
Bonds of other Municipalities and Town of Tuxedo .....	6,369.18
	<hr/>
	\$285,110.42

Add—Net Adjustments towards Amortization to Par Value .....	678.76
	<hr/>

Accrued Interest on Investment .....	\$285,789.18
Cash in Bank of Montreal .....	3,987.03
	<hr/>
	6,573.17

	\$296,349.38
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**LIABILITIES**

Amount of Fund .....	\$296,349.38
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**Report of the  
Acting Comptroller-General**

I report that an examination of the records of the Teachers' Retirement Fund has been made under my direction for the year ended 30th June, 1933. Subject to the fact that the actuarial reserve required in respect of contributors has not been ascertained, the appended Balance Sheet and relative statement of Income and Expenditure are, in my opinion, properly drawn up

so as to exhibit a true and correct view of the affairs of the Teachers' Retirement Fund as at 30th June, 1933, and of its transactions for the year ended at that date, according to the information and explanations obtained and as shown by the books of the Fund.

(Signed)

J. C. M. Ligertwood, C.A.,

Acting Comptroller-General.

Winnipeg, 9th Sept., 1933.

**MINERALS AND ROCKS FOR SCHOOL SETS**

(As sent out in October, 1933.)

1. Limestone—Pure calcium carbonate; used for making cement, Devonian period. Steep Rock, Manitoba.
2. Fossiliferous Limestone — Red beds, Ordovician period. Stony Mountain, Manitoba.
3. Fossil (Brachipod)—Red beds, Ordovician period. Stony Mountain, Manitoba.
4. Dolomite—Magnesium and calcium carbonate; used in making lime, Silurian period. Birnie, Manitoba.
5. Sandstone—Somewhat iron-stained, Cretaceous period. Boissevain, Manitoba.
6. Shale—Cretaceous period. Birnie, Manitoba.
7. Marble—Altered calcium carbonate; Ordovician period. Is found along Hudson Bay Railway. (Sample in set is not from Manitoba).
8. Quartzite — Altered sandstone, Precambrian era. Rice Lake, Manitoba.
9. Slate—(Not a Manitoba specimen).
10. Granite — Quartz, felspar and mica; Precambrian era. West Hawk Lake, Manitoba.
11. Quartz—San Antonio mine, Bissett, Manitoba.
12. Feldspar—(Orthoclase) Winnipeg River, Manitoba.
13. Mica—Pointe du Bois, Manitoba.
14. Gypsum — Amaranth, Manitoba.

**THE CANADIAN POST OFFICE**  
(Continued from November)

The use of travelling post offices, with mail clerks sorting and distributing the mails from the railway in the course of their trips, began in England in 1838, and while the lines of railway previously mentioned were under construction, an officer of the Canadian postal service was sent to England to study the system. It was first introduced here in 1854, on the line between Niagara Falls and London, and by 1857 the system was in full course in Canada, on more than fourteen hundred miles

of railway. This postal facility was not brought into operation in the United States till some seven years later.

The transportation of the mails by railway and the provision of railway mail clerks to handle them enroute, involved a heavy increase in the expenditures of the Canadian Post Office Department, but immensely facilitated the transmission of correspondence between one part of the country and another.

The Atlantic and St. Lawrence Railway from Portland, Maine, to the Cana-

dian boundary was leased for a period of nine hundred and ninety-nine years, and with the completion of the Victoria Bridge across the St. Lawrence at Montreal in November, 1859, the Grand Trunk had a through route about eight hundred miles long, from Portland on the Atlantic seaboard to Sarnia at the western limit of the Province of Canada.

A railway between the Maritime Provinces and Canada was proposed as early as the thirties, and certain surveys were subsequently made, but the project fell through. Up to 1854, communication between the Canadas and Nova Scotia or New Brunswick was by way of the long overland route of seven hundred miles, requiring ten days travel to reach the nearest point of importance. However, in 1855, by means of railway connection between Quebec and Montreal and between Montreal and Portland, Maine, mails were carried between Quebec and Halifax by way of Portland and St. John, N.B. (by steamer between these latter points) in four days in summer — sometimes an additional day during the winter.

Service by railway in Nova Scotia began in 1857, between Halifax and Grand Lake, a distance of twenty-two miles. The following year it was extended to Truro and Windsor. At the time of Confederation in 1867, there were about three hundred and forty miles of railway in Nova Scotia and New Brunswick.

The arrangement entered into with a British firm in 1853 for a steamship service from Liverpool to Quebec and Montreal in summer, and Portland, Maine, in winter, was not satisfactorily performed and was ended in 1855.

The month of May, 1856, was marked by the first voyage to the St. Lawrence of the line of Canadian mail steamers under contract between Mr. Hugh Allan of Montreal and the Provincial Government. These vessels crossed the Atlantic at an average speed comparing favorably with that of the steamers travelling between England and the ports of New York and Boston (12 to 13 days westward, and about a day less

eastward), and when in 1859 the frequency was increased from fortnightly to weekly, the Canadian route began to be used extensively by the United States Government for the transmission of European mails to and from the New England states and also for the large territory beyond Detroit and Chicago.

During the year 1857 the growing interest of Canada in connection with the Red River settlements and regions of the northwest induced the government to authorize the establishment of mail communication directly through Canadian territory by way of Sault Ste. Marie, Lake Superior and the voyageur route to Lake Winnipeg and Red River. On the upper lakes, mails were carried twice a month in summer between Collingwood and Fort William, and from the latter place by canoe to and from Red River. When navigation closed, a monthly service was kept up by snow-shoes and dog trains.

A parcel post service within the Province of Canada was instituted in January, 1859, with a weight limit of two pounds (soon increased to three pounds), the charge being one shilling three pence per pound and prepayment obligatory. On the adoption of the decimal currency instead of the system of pounds, shillings and pence in July, 1859, the rate became 25c a pound, and the service was extended to include parcels passing between Canada and Nova Scotia and New Brunswick from the first of May, 1866.

Postage stamps to the value of 1c, 5c, 10c, 12½c, and 17c were issued first of July, 1859, to meet the establishment of the decimal currency. Stamped envelopes bearing medallion stamps to the value of 5c and 10c respectively were introduced in the beginning of the following year, for the convenience of the public.

A system of collection from street letter boxes was commenced in Toronto in 1859, and results being satisfactory, similar systems were placed in operation also in Montreal and Quebec during the next few years.

The postal service entered on a new phase of its existence with the Confederation of the Canadian Provinces in 1867 and from that time on showed a remarkable expansion not only in the physical growth of the Department but also in the new services introduced from time to time.

Dealing first with the growth of the Department, this can be shown in part by the following comparative statistics. In 1867 there were 3,477 post offices in the system and in 1932 this number had increased to 12,133. The greatest expansion has taken place in the prairie provinces. On entering Confederation the postal arrangements in the vast territory between the Great Lakes and the Rocky Mountains was comprised of six post offices. In 1932 the number of Post Offices had increased to 3,566.

The figures as regards increase in revenue are still more impressive. At the end of the first year of Confederation postal receipts were \$1,024,711, whereas in 1932 the gross revenue of the Department was \$39,276,247, a thirty-eight fold increase during the period whereas the population had increased only about two and one half times over the same number of years. This increase is still more remarkable when it is considered that it was accompanied by a steady reduction in postage. At Confederation the letter rate was 5c per half ounce and at the first session of Parliament after Confederation the rate was lowered to 3c per half ounce, which rate remained unchanged for twenty-one years until in 1889 the weight was changed from half an ounce to one ounce. The final reduction of the rate was made on January 1st, 1899, 2c being substituted for 3c as the rate for a one ounce letter. Undoubtedly a considerable part of the increase in Post Office revenue resulted from new services added by the Post Office Department from time to time and which may be dealt with in chronological order with a word or two as to the growth since the introduction.

Money Order service was in operation at Confederation and in 1868 there were

515 money order offices the amount of orders issued by them being \$3,342,574; in 1932 the number of money order offices had increased to 6,414, the aggregate value of orders issued being \$132,625,259.

The Post Office Savings Bank was not in operation prior to Confederation, it was established in April, 1868, and at the end of the first year there were 213 post offices acting as Savings Bank offices with deposits at the end of the first year amounting to \$861,655. In 1929 the amount on deposit in Post Office Saving Banks had increased to \$23,919,676.

In 1871 post cards were introduced in Canada.

In 1882 the first railway mail service in the West was established over the Winnipeg-Brandon section of the Canadian Pacific Railway. In the following year the service was extended to Calgary. Continuous daily mail service from the Atlantic to the Pacific commenced in 1886.

1896 was marked by the introduction of the special delivery and Postal Note systems.

In 1908 rural mail delivery was introduced and there has been a steady expansion in this service since that time.

In 1914 the parcel post service was established in Canada followed in 1921 by the insurance of parcel post and 1922 by a C.O.D. service. These latter two services in conjunction with the parcel post system have been of enormous benefit to business men of Canada and have facilitated trade to an almost unbelievable extent.

In 1924 there was an improvement in the Savings Bank system, an increase in indemnity for registered articles and the introduction of  $\frac{1}{2}$ c and  $1\frac{1}{2}$  business reply cards.

In 1925 the limit of weight for parcel post was increased from 11 pounds to 15 pounds, a  $\frac{1}{2}$ c rate on circulars for local delivery was introduced and for the first time in any postal system in the world cash registers were used for postage-paid-in-cash on parcels.

In 1927 experimental air mail service commenced followed in 1928 by the establishment of a regular contract service.

In 1929 mechanical installations in the larger Post Offices helped considerably in speeding mail handling, particularly during rush periods.

In this same year Business Reply Envelopes and Cards were introduced as a means of solving the "return postage problems" of firms wishing to use the mails for advertising purposes.

In 1930 there were further extensions of mechanical installations at Toronto and Montreal, the equipment serving to expedite the despatch of mail from these important business centres of the Dominion.

In 1931 mechanical installations were introduced in the new postal terminal at Regina. Considerable attention was devoted to "Safety First" appliances at various Post Offices.

The year 1932 was marked by steps towards increased efficiency with a view to continuing essential Postal services at lowered costs demanded by existing conditions. Considerable progress was made as a result of which good service was maintained with an

improvement in the financial position of the Department.

This record of progress is a sufficient indication of the alertness of the Post Office Department in catering to the welfare of the Canadian public and it is particularly gratifying to note that the Canadian Post Office has been on a sound footing as a business institution for a number of years. This fact is more notable than would perhaps appear. The postal system of this country embraces a territory greater than that of the United States whereas the population to utilize the service and thereby furnish its revenues is but one-sixteenth of that of the country to the South.

The per capita use of the Canadian Postal system is noteworthy. In the first year of Confederation when for every letter posted 5c was exacted the average expenditure for each member of the population was rather less than twenty-seven cents while in 1932, with a 3c letter rate, the postal expenditure per capita was \$3.80.

With the steadily growing influence of the Post Office in the business and social life of the people it is expected that this figure will increase largely during succeeding years.

**See Also Page 396**

## Special Articles

### WITHOUT MARKS

This is not new, but some one will be claiming it as new one of these days.

An unfair system that operates through the driving impetus of unhealthy competition is definitely on its way out in Newton's schools.

With one revolutionary sweep of the pen the whole public school system of Newton has been changed. Gone are the days of merits and demerits, the awards for brilliant achievements, and the discouraging blue cards that meant failure. Percentages, standings, and comparative marks all go overboard as a new system is installed.

The new system upsets all the old time-honored rules and methods of education. Under the new system each child becomes an individual recipient of knowledge rather than a competitive member of a class. After two years of trial it is to be installed in all the school rooms short of the senior high school. And, according to Mr. John Lund, superintendent of schools, it is hoped eventually to install it there.

The remarks of Mr. Lund on the setting up of the new system shows clearly the idea behind the move. "We are embarking on an experiment," he

said, "which in the judgment of all concerned gives promise of freeing teachers and students from the pressure of purely artificial academic standards so that education may become really a rich, shared experience, meaningful in terms of real life and self-expression.

"Every effort will be made to help teachers through conferences and bulletins to a rediscovery of the child and his potentialities. Let us face this new departure in the spirit of pioneering and adventuring in education."

No more will Junior creep with snail-like pace up the drive, weighed down by the burden of a discouraging report card. No more will he be submitted to the indignity of having his marks compared unfavorably with the marks of Willie, who lives next door.

For with the end of the old system

of marks no one but Junior, his teacher and his parents will know of his failure or success. And if it is failure, that will be turned into success as the problem is attacked from the standpoint of Junior's needs and abilities.

Mr. Lund was quick to disclaim any personal responsibility for this important change. "It is something more than any one person's theory," he declared. "A committee of teachers has been studying the problem for some time.

"The system was worked out with the obvious wrongs and inequalities of the old order apparent in the daily work. When the new system was framed, it was then put to a test. We have tried it for two years, and are satisfied that it is a long and important step forward in education."

## PHYSICAL EDUCATION IN MANITOBA

(Continued article)

Having given this skeleton outline of accomplishments and hopes in Physical Education as applying to the City of Winnipeg and the Teachers' Training School, it would be unfair if detailed reference were not made to one or two points.

As to hopes mentioned, they will not be realized in our time, but it is no harm for anybody to have dreams.

As to accomplishments in the city, it is only necessary to compare the old buildings of 40 years ago, often uninviting, badly heated, lighted and ventilated, with such well-constructed and well-kept though comparatively inexpensive schools as Queenston, Victoria-Albert, Glenwood, Gordon Bell, Daniel McIntyre, and others of recent years; it is equally satisfactory to compare the supervision of health experts to-day with the lack of such supervision then; and the fine supervision of organized sports in summer and winter with the haphazard organization then; above all it is a matter for congratulation that when Winnipeg found it necessary to get an expert in physical training, it found in Mr. Jar-

man one who is not bound down to a rigid system in which mechanical precision is the ideal, but one who values freedom of movement, rhythm, the play impulse and continued variation in exercises suitable to the grades; who in addition believes that all exercise should be joyous and all teaching kindly. It is not necessary to say more in this connection since appreciation of his work appeared in another issue of the School Journal. Nor should the attitude of the teachers and their independent effort be passed by. The special instructors in the High Schools have during the years and even now a very fine record of accomplishment. Perhaps the matter may be summed up in a comment by a visitor from abroad who after touring the schools and seeing the children happily employed in work and play said "There are surely no happier or healthier children to be found anywhere."

So with this we pass to consider conditions outside of Winnipeg. As a long article in April, 1932, gave a general

account, it will be necessary here to consider only two points (1) the work in the training schools in Brandon, Dauphin and Manitou, and the great movement in the rural municipalities under direction of the inspectors, possibly the finest bit of educational work that is done in the province.

### The Normal Schools

Since it was established, the Normal School at Brandon has given much attention to physical training. The late Major McLaren did remarkably fine work, and it was all the finer because of his wonderful influence over the young people that came under his direction. He was very much broader in his outlook and sympathies than the programme he was supposed to teach—a man among a thousand. Since his sacrifice at the front the work has been carried on by Miss Yeomans, a lady with the highest qualifications and she has been remarkably successful, particularly in adapting her teaching to young ladies. This year she has attended the Summer School Classes in Winnipeg, and it is safe to say there was no one who appreciated the fine instruction more highly and no one who will make better use of it.

In Dauphin the work for many years has been directed by Mr. Henderson. It is a delight to see him before his classes. Ever he has the rural school in mind. The success attending the demonstrations at school fairs in the Western part of the Province is largely due to his teaching.

At Manitou, Mr. J. W. Gordon followed more closely the system of training he had received in early school days, and his students went away with the laudable ambition of equalling his attainments.

In none of the schools, however, did the physical exercises sum up all that was included in physical education. The Public Health Nurses and others gave instruction in hygiene, and teaching was enforced through planned practice. So altogether these Normal Schools did all that could reasonably be expected and

at least they tried to suit their programmes to prevailing conditions.

### The Rural Schools

Now out in the schools it was not easy to get satisfactory results. I have been in rooms where nearly all children came to school with wet feet; where the difference between the temperature at the floor and at the ceiling was over 50 degrees; where the buildings were badly located, badly ventilated, badly kept; and even where, as one Inspector said, "the ashes of February were on the floor in April." I remember that one young lady found her school so filthy after a political meeting had been held in it that she took her children outside until the trustees would get the school floors scrubbed. I have heard from an inspector that he gave a school a half day to clean up, so that he could inspect the class work next day. Yes, at times things were bad, but it is wonderful what the better teachers did. In the most outlying districts I found old decrepit buildings, beautifully cared for, and away up at Steep Rock, I found the cleanest, neatest, best-kept classroom I ever saw in the Province. And by degrees attention was given to lighting and heating. The Provincial architect did most valuable work, and young teachers through visiting well-kept rooms began to imitate what they saw and heard.

Then the health nurses got busy, and too much could not be said for them. Nor could one speak too highly of the work of the Junior Red Cross.

To add to all this the teachers began to make use of the instruction they received at Normal Schools, and gave systematic instruction covering the field of games, folk dances, and exercises from the syllabus. One of the best illustrations of this I saw in a small school near Killarney. I forget how long ago—it seems to be twenty years.

It is many years since Inspector Best conceived the idea of bringing the schools of his division together for a big celebration at which there should be

contests in school work, in the work of boys' and girls' clubs, and in physical exercises of all kinds. I was privileged to attend one of these contests, and appreciated that it was much more than it was thought to be. It was a great socializing and civilizing event—to some children the event of a life time.

The idea of the School Fair grew. It was held in varying forms everywhere. Physical exercises and games were always recognized.

Out at Virden I saw, I think it was seventeen schools in parade. Very noticeable was the little school of five boys. Their uniforms were made by fastening red braid down the sides of their trousers, but they were as proud as Grenadier Guards. At Manitou, Morden, Emerson, Selkirk, Reston, Dauphin, Oak Lake, Elkhorn, Miniota, Gladstone and many other points. East and West these celebrations were held, and yet are being held. They dignify sport, which after all is the standby, though not everything, in physical training.

Sometimes we overlook those who were instrumental in planning and arranging these festivals—the school inspectors. If there is a higher office in education than that of inspector of rural schools I have yet to find it.

As this is only a running commentary rather than a history, let me refer to an experiment out in Woodlands (Inspector Parker's division). There

Mr. A. R. Proctor arranged for an exchange of teachers for one day, when an examination was held, based on papers set by the Inspector. When these were examined a School Fair was held at which work was exhibited and games, drills, dances participated in. Afterwards prizes of books were given to winners. At least 175 books were thus placed in the homes of the children. A fine community spirit was built up. And this is but one of scores of experiments that in varying form have been made. The Department of Education has good reason to be proud of its inspectorial staff and of public spirited citizens in every section of the Province.

As a result of the visits of nurses and the work of those directing the Junior Red Cross, many hundreds of children have received medical aid and have been put in a position to enjoy life. Organized school games have paved the way for effective community organization. Health chores religiously performed by the children have modified conditions in the home; talks and demonstrations on care of the body, on the preparation of food, on dress, ventilation, prevention and treatment of disease, all have had an influence on community life. That after all is the measure of success of any venture in physical education.

The work in towns and villages must be considered later.

### Christmas

Sound over all waters, reach out from all lands,  
The chorus of voices, the clasping of hands;  
Sing hymns that were sung by the stars of the morn,  
Sing songs of the angels when Jesus was born!

Sing the bridal of nations! with chorals of love;  
Sing out the war-vulture and sing in the dove,  
Till the hearts of the people keep time in accord,  
And the voice of the world is the voice of the Lord!

Sing the song of great joy that the angels began,  
Sing of glory to God and of good-will to man!

—Whittier.



## DEPARTMENT OF THE

*Manitoba Educational Association*AN APPRAISAL OF HOME ECONOMIC EDUCATION AND ITS  
CONTRIBUTION TO THE PROBLEMS OF THE PRESENT DAY

(Paper read to the Home Economic Division of the 28th Annual Convention of the Manitoba Educational Association—Thursday, April 20, 1933—by

Amy J. Roe, Associate Editor, *The Country Guide*)

(Continued)

May I state at the outset, so as not to be misunderstood, that I approach it as a lay person, an outside observer. My work takes me into homes in city and country, sometimes into the market place and convention hall where people thresh out diverse opinions, sometimes on the trail of officials, authorities and specialists. I do not think that the thoughtful person can remain long in journalism and not feel a great sympathy towards that very human aspiration found in all walks of life, the desire for a world of some stability, a world where homes may be set up, where children may be reared, educated and given an opportunity for some of the good things of life; where men and women have a chance for work and play and where they are not rushed into panics of fear by the menace of forces which they do not understand and over which they feel they have little control.

It is claimed that any highly civilized state is a most delicately balanced thing. This calls for very careful consideration of any new weight being added to or being taken away from it. Woman, is said by sociologists, to have a greater desire for stability. Hence hers is a greater impulse towards civilization. I do not need to argue with you the relation of national and world economics and the home. We know that the two are inextricably related in our complex life. Economists and scientists quite belatedly got around to counting the home and the family. It is not sur-

prising that this increasing interest has occurred along with the growth of Home Economics.

Every field of knowledge to-day has its own terminology which is used exactly by those who are trained in it. The uninitiated must walk carefully if she is not to get into difficulties, so I shall watch my step by staying on the side of generalizations. If I lay myself open to the criticism that I have not come down to practical steps and examples my defence will be that I have left that to the experts; and of the criticism that I have said nothing new. I may claim that I could not hope to offer you anything new in your own field. I can only hope to lay emphasis on values that especially appeal to me and which in the light of conditions at the present seem to be significant.

To assure you that I have the orthodox view of the subject in hand I have set down the definition of Home Economics as presented by a Committee of the American Home Economics Association in a paper prepared for the Second International Conference on Social Work, held in Frankfor-am-Main in June, 1932. It is:

"Home Economics is the name current in America for a body of knowledge that includes: the elementary principles of nutrition and selection of food along with the technique of cookery; the economics and hygiene of textiles and clothing along with sewing and dressmaking; the relative import-

ance of different types of goods and services along with household accounting; and the social significance of home and family along with its physical setting. The name is also given to work of this sort in departments and courses in schools, colleges and universities and in adult education and in social service both urban and rural."

This is a field of knowledge that is of particular concern to women. It is a field through which the majority of women as homemakers, will express their contribution to society. At present people are coming to realize that improvement, maintenance of standards of living will depend upon scientific information and the application of trained managing ability. Home Economics aims at helping the woman to select, analyze the major problems of her life. Homemaking has been so long a matter of tradition that the new science makes progress slowly against forces of prejudice and ignorance. There is a "lag" in the intelligence of the homemaker. When she thinks of Home Economics she thinks of it merely as a training in the skills of housekeeping not in its wider and more important aspects of nutrition of humans, proper and economical clothing and happy family relationships.

Research laboratories have been described by someone as "the temples of future society." There is every good reason to believe that they will have an important place in the scheme of things. We cannot afford to leave their finding for the exploitation of commerce or for individual professional profit. Nowhere can the new knowledge that is brought to light in them be applied more directly and simply to human welfare than in the home. Its adoption depends upon the presence of a body of well trained, alert instructors and demonstrators, who will put in practice the discoveries of the research workers.

Sales pressure is a force we have to reckon with to-day. Its importance or weight will increase as business activity improves. Social workers in the family field find that high salesmanship pres-

sure creates very definite and particular problems. A proper understanding of the principles of Home Economics would go far towards helping to build up sales resistance to shoddy goods, unnecessary and unwise expenditures.

An intelligent direction should be given to the interest and purchasing power of women in regard to clothing, foods and personal needs, so as to direct production along sound lines. The final result of such direction would be to make business more secure. This can be readily appreciated in times of economic necessity, but in periods of prosperity too much of the purchasing power of women is irresponsible and casual.

Home Economics provides a field of professional activity for women in which they work happily with no sense of encroaching upon the employment of men. It also provides training for the vocation of homemaking. These facts must be taken into consideration in framing of programmes of education for if we continue to direct a large number of prospective workers towards a few occupations we are courting unemployment with all its attendant disasters.

At the present time emergencies offer opportunities to bring to public attention the practical advantages of this type of education. As each step is taken progress in understanding of the aims and purposes may be left upon the public mind. For example, recent developments in our own province have served to fix in the mind of the public that there is a body of knowledge based upon scientific principles of nutrition upon which minimum cost diets may be established. Home Economics is not content to rest there, but it can make that a basis for further advance. When critics announce that the food budgets are practical but that women have not the skill or knowledge to apply them in their own homes, that in addition instruction must be provided, the Home Economist should not be slow to press the advantage.

There are social changes taking place around us of which we should be conscious. A few years ago the trend seemed to be towards institutionalization. To-day mothers allowances, board-home charges paid by the province helps to hold families together and to keep children out of orphanages. Old age pensions have had the result in this province at least, of the state gradually going out of the business of maintaining old folks' homes. In the majority of cases old people board with families. This all indicates that the individual home is carrying on in greater numbers with a wider variety of human relationship problems than it had in the past.

I am not going to enter here into the controversy of the merit and value of home versus institutional care. I would like simply to point out that the state has apparently accepted the theory that the home is better for the individual than an institution. Accepting this theory and working upon it the state has an added responsibility for the quality and type of training given in those homes, otherwise it is storing up for itself problems in health, character and social adjustments with which it must deal in the future. This is a problem that we cannot touch through schools, but which can be met effectively in the adult educational field.

There is a wide variety of demand upon Home Economics education in a province such as ours where we have every type of physical home setting from the log house in the pioneer district to the modern city apartment or home equipped with all the modern labor-saving devices. It is difficult for any one of us to grasp perhaps the range of difference that that implies when it comes to rendering practical assistance to the homemaker. It does challenge the individual worker or teacher to a wise selection of materials which will render the greatest assistance.

Social welfare has become an important field both from the amount of private charitable and public funds spent

upon it and from the number of workers in it. Working with families and individuals in social adjustment has laid precedent upon precedent which has resulted in a body of knowledge and a type of procedure which is accepted to-day as good social practice. In this it resembles law and medicine somewhat. In social practice as in medicine it has been accepted that you must first treat the patient who is ill or suffering. In medicine there is an active body of workers with a long distance view, pressing for preventive measures and for educational work which will go far towards banishing many types of illness.

In social work we should consider at which end we are going to make our largest endeavor. There is a definite need for adjusting family problems through the Juvenile Court and probation work and for the Domestic Relation Court and in these times for the purely economic measure of a debt adjustment bureau. Like the physicians the social worker seeks to first help the handicapped and the suffering. But surely we will also take the long distance view and afford some place in our scheme of things to provide the knowledge and the training that will equip people so that they will make the kind of homes where these difficulties need not arise.

We need to stress positive health to-day as an economy measure. We can help to do this by providing education in nutrition for homemakers. The public needs to be led out of its present idea that dieting is a thing only for faddists, that it is tied up with fear complexes of being deprived of this or that mysterious substance which may or may not be present in the foods they eat. They should become increasingly aware that proper nutrition is a scientific thing based on the use of simple foods properly prepared, which the homemaker can administer in her home with some qualified guidance.

We may well ask ourselves are women making progress in the direction of more knowledge and efficiency in their own particular line of work. Here I

beg leave to refer you to the judgment of an impartial observer, Mr. H. G. Wells, historian, sociologist and novelist. In his most recent book, "Work, Wealth and Happiness of Mankind," published last year, Mr. Wells says:

"The mothers of young children, at any rate in the most forward races are generally aware of new responsibilities placed upon them by modern advancement in infant management, general hygiene, child psychology and educational practice. All over England and America there are circles of women, from the poorest wives of agricultural and casual labourers upward who are studying these subjects and finding them entralling. In fact this seems to be the most important result so far achieved by the spread of education among women. Whatever else may be said in this chapter" (Women and Their Work) "on their technical and professional performances compared with those of men there can be no doubt that their mental emancipation has resulted in healthier, happier nurseries. The little children of 1931 are better grown,

more scientifically clothed than children have ever been before, and their minds develop more freely."

And for a glimpse into the future may I again quote Mr. Wells:

"The future unfolds a prospect of increasing teamwork in which women may have to play a steady, harmonizing and sustaining role. In the past there have been countries and cultures where women have defended religious observances and organizations against disintegration. Women have played the part of social mortar. They seem to be able to accept more readily and with greater simplicity and they conserve more faithfully. In the more subtly moralized, highly educated and scientifically ruled world society of the future, that world society which is the sole alternative to human disaster, such a matrix function will be even more vitally necessary. That rather than star parts in the future, may be the general destiny of women. They will continue to mother, nurse, protect, comfort, reward and hold mankind together."

## Elementary

### Old Christmas Carol

God bless the master of this house,  
Likewise the mistress, too,  
And all the little children,  
That round the table go,  
And all your kin and kinsmen  
That dwell both far and near;  
I wish you a Merry Christmas,  
And a Happy New Year.

—Author Unknown.

### Santa Claus

A jolly old fellow,  
Whose hair is snow white  
And whose little, bright eyes are blue,  
Will be making his visits  
On Christmas night;  
Perhaps he will call on you.

### The Christmas Stocking

I like the Christmas presents  
From all my family,  
But best I like the stocking  
That old Santa fills for me.

It has an orange in it,  
And a lot of candy, too.  
And sometimes there's a ribbon  
Or a handkerchief of blue;

And way down in the very toe,  
I always find one thing  
I've hardly dared to mention  
But just hoped that he would  
bring.

And if it is too large a thing  
To tuck down in the toe,  
He leaves a little note instead  
To tell me where to go.

Sometimes it's on the mantel,  
Sometimes beneath the tree,  
But it's always just the thing I  
want  
That Santa leaves for me.

I wonder how he guesses  
Just what my gift should be;  
Perhaps he still remembers  
When he was small—like me.

—Alice Higgins.

### For Christmas

I want a puppy Dog  
Not made of wool.  
I want a Kitty Cat  
I don't have to wind.  
I want a Nanny Goat  
I don't have to pull;  
And I want an Elephant  
Can sit down behind.

—Dorothy Aldis.

### The Fairy and the Doll

(This Play is taken from Rose Fyleman's "Eight Little Plays for Children."—Methuen.)

Characters—Silverwing, a fairy, Patty's Doll.

Scene—A Garden.

The Doll is lying flat on her face on the ground with arms and legs stretched out.

(Enter Silverwing.)

S.—Why, here's Patty's doll, left to spend the night in the garden. Oh, cruel Patty. Get up, my dear, you'll get stiff if you lie there all night.

D.—I can't. I'm a doll. Doll's can't.

S.—Oh, I forgot. I'll soon make that all right.

(She circles round the doll, waving her wand, and touches the doll on legs and arms. Each time she touches her the doll gives a little jerk.)

S.—Tilly, tally, toly, tell,  
I will weave a magic spell.

Tippy, tappy, toppy, tup,

Now you'll find you can get up.

D.—(Sitting up and still speaking in a squeaky voice). Who are you?

S.—I'm a fairy.

D.—Oh! Where do you live?

S.—I'm living in the lilac tree at the corner of the lawn just now. But I shall move next month. The lilac's done for this year.

D.—It must be pretty to live in a tree.

S.—Yes. Better than being knocked about in a nursery. I wonder you stand it.

D.—It's not very nice sometimes. Patty does forget so. She leaves me in the most dreadful places.

S.—It's a shame. (Pause.) I know what I'll do.

(Waves wand and again circles round.)

Jeery, jary, jiry, jore,  
You shall be a doll no more.  
Leery, lory, liry, lary,  
You are changed into a fairy.

(The doll gets up and moves lightly about. She waves her arms and dances a few steps.)

D.—Oh, how lovely! How pleased Patty will be to have a real live doll.

S.—Oh, but you can't go back to Patty. That would never do. You're a fairy now and you must come and live in Fairyland. Besides, I'm sure you don't want to be a doll again. Patty wasn't a bit nice to you, you know.

D.—Oh yes, she was. Only careless. You see, she loves me very much. I'm afraid I couldn't leave Patty.

S.—(rather cross). Why didn't you say so before?

D.—You never told me that—

S.—(interrupting). Do you mean to say you'd like to be changed back again into a stiff, stupid doll living in a nursery and never having any fun, when you might be a fairy, and dance and frolic in the woods all day and sleep on the swaying lilac boughs at night with stars twinkling at you?

D.—It sounds very nice, but—(shaking her head) I can't leave Patty.

S.—(crossly). Oh, very well. If you won't, you won't.

(Same business as before.)

Toffy, taffy, teffy, tiff.

Arms and legs again are stiff.

Tilly, tally, tully, toll,

Changed again into a doll.

(Doll falls back onto the ground.)

S.—(looking at her). You are a funny creature, you know. But I think it's rather sweet of you to stick to Patty. I'll tell the Fairy King to see that you don't take any harm. Good-bye.

D.—(squeakily). Good-bye!

Curtain.

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### Bundles

A bundle is a funny thing,  
It always sets me wondering;  
For whether it is thin or wide  
You never know just what's inside.

Especially in Christmas week,  
Temptation is so great to peek!  
Now wouldn't it be much more fun  
If shoppers carried things undone?

—John Farrar.

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### Alaska Christmas Candles

Of all the babies living in the world you will agree

The baby in Alaska has the queerest Christmas tree,  
For it's lighted up with candles that are gathered from the sea!

For when people of Alaska want to see to work at night,  
Or to make their children's Christmas tree all beautiful and bright,  
They have oily little fishes that will furnish them a light.

They catch them and they dry them and they draw a little wick  
Through the bodies of the fishes, which are never very thick,  
And they stand then like a candle in a little candlestick.

And that's why of all the babies in the world you will agree,  
The baby in Alaska has the queerest Christmas tree,  
For it's lighted up with candles that are gathered from the sea!

—Eva Best.

## Health Department

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### HEALTH PROBLEMS IN DECEMBER

December usually brings special health problems. It is a month in which pupils, teachers and parents, and adults in general tend to neglect the important rules of health in the extra demands of the season. The following suggestions are therefore offered that the celebration of Christmas may bring joy and vigor to pupils and teachers, instead of weariness and ill health in which to begin the New Year.

**1. Reduce the strain of school life:** Every school can celebrate Christmas simply and effectively, instead of contributing to the general fatigue of children to which they are more subject at this season of the year.

**2. Give special instruction concerning the prevention of communicable**

**diseases, especially colds:** Mingling in crowds increases the danger from infection by much coughing and sneezing. Children stay up later at night to help with Christmas preparations or to attend parties; and they eat too much of rich foods, all of which lowers resistance to infection. For this reason, colds are among the most common communicable diseases in December and January.

**3. Plan to have health habits carry over into the Christmas Vacation:** In the excitement of the festive season, there is danger of children forgetting the health habits they have been taught. Various means may be used however, i.e., through contests between grades, to arouse in children a desire to practise those habits of daily living during

school vacation that will help to keep them vigorous and active, and enable them to enjoy their holidays at home.

Plenty of out-door play, sufficient sleep and proper food especially needful for children at this time, should be emphasized in health lessons.

How to avoid overeating, especially of Christmas candy—the right time to eat candy—and how to make candy that will give the best building material for the body, are topics of particular

interest for boys and girls who look forward to special treats. Parents are usually willing to co-operate in home plans such as these, and the children themselves by their own enthusiasm may gain the hearty support of parents. Writing Christmas letters to their parents, telling them what they are planning to do to promote good health during December will usually bring about the needed response and support from home.

### A LESSON ABOUT CHRISTMAS SWEETS

One morning in December, a teacher with a group of children about her and a definite plan in mind, launched a friendly discussion of candy. The children had many things to say about it. A green lollipop was used for illustration, how it was made mostly of white sugar boiled with water, and something to color it. The best part about it was that it was nice to eat.

"But why do we eat? Mother spends money for food, and time to cook it. Why?" The answers were—To help to make our bodies strong, straight, and well.

"Yes," said the teacher, "We need food that will help us to grow; food that will help to keep our blood the bright red color that is a sign of good health; like the color of this bit of red paint (illustrative material used in the lesson on food iron); food to make muscle and bones that are firm and straight like this one (she showed a thigh bone saved from a dinner of fowl and used in the lesson on calcium foods). We must have the kind of food that our body engines can burn, to give us the power we need for each day's play and work."

As she talked, the teacher listed on the board these five purposes of the body's food needs.

"Do you know what foods will help us in these ways?" she asked. "Yes—milk, fruit, vegetables, cereals. They are sure to give the best kind of help

to the body. But some foods help little. There is nothing for the body in tea or coffee."

Then sugar candy was judged before the court of the food needs of the body. "Candy like this lollipop that is made mostly of white sugar—will it help you to grow? No! Has it anything that will help to make red, healthy blood or food muscles, or firm and straight bones? No! Is there anything in it that will give your body engine greater power for playing and working?" A shaking of heads to denote "No."

"Yes," the teacher said, "there is one way in which white sugar candy will help you. It is like fuel for an engine; it will give your body engine power." She told of the runners in races who carry a lump or two of loaf sugar to eat while running. The sugar helps to give them power to stay in the race to the finish.

"That's the one good thing I know about white sugar candy! Let's give it one credit for that." She transformed the list into a score and checked item No. 5 in favor of candy.

"Now, let us see what fruit will do for us. Here is an orange, some dates and other fruits. How do they taste? Sweet. What, then, is in them? Sugar. Then it must be that fruit, too, will give power to your body engine, for play and work." She checked item No. 5 for fruit.

"But fruit can do more, for it contains iron, the kind of iron that helps to make blood red and healthy. In fruit there is calcium (a term that the teacher explained and taught with the help of some powdered lime, of which your bones and teeth are made.)"

Now the score stands 3 to 1 in favor of fruit. The teacher continued: "And there is something else in fruit that helps us. It's a mysterious something that is in this lemon and this orange. Wise men are trying to find out just what it is, but as yet no one has ever seen it. But I can tell you what it will do. Often times, long ago, sailors on ocean voyages would become ill with a sickness called scurvy. Then it was found that by taking the juice of fruit (limes) the sick sailors would get well! That showed that there must be something in fruit, especially fruit like lemons, oranges and grapefruit, that works unseen, like magic, to keep people well. It has been given a name; we call it a vitamin (another new word, perhaps, that must be emphasized). Now every ship that goes out to sea has plenty of fruit on board to help keep the sailors and passengers well." Item No. 6 is added to the score and checked for fruit.

"And fruit and vegetables help us to have the regular bowel movement every day that is so important."

The score now read: Candy Fruit

1. Food for growing.....	—	—
2. Food for blood.....	—	"
3. Food for muscle.....	—	—
4. Food for bones.....	—	"
5. Food for the body engine .....	"	"
6. Food to help to keep us well.....	—	"
7. Food for the daily bowel movement.....	—	"

"Let us count these check marks. How many for candy? Yes—one. For fruit? Five! which is the better friend

to us? When you have a nickel or dime to spend, which will give you most for your money?" The response showed understanding.

Then a bit of dramatization as another means of emphasis. Scene: A table set with food models to represent a noonday meal that, as the teacher pointed out, would score high in its value for body-building. Enter a child. She informs the audience that she has eaten a good deal of candy at recess and again on the way home from school. She glances at the table where the good meal is ready. She washes her hands and sits down at the table. Her expression of distaste as she looks at the food and says, "I don't want anything to eat," is convincing.

In fairness to candy the teacher now explained that it is not harmful if not too much is taken and if it is eaten at the end of a meal when the body has had the food it needs. The special harm of the lollipop is emphasized; it lasts so long that the appetite for the good meal is dulled. Better kinds were suggested: molasses candy, for molasses contains iron; candies made with milk and nuts (that may be finely ground), for milk and nuts are foods for growing; and fruit candies. Finally an appeal was made to the older child on behalf of the baby and the child too young to know or reason—to protect them from candy.

The teaching was continued in the planned handwork. The children stuffed dates sticking in each two upstanding half-peanuts for smoke-stacks and, behold—date ships!

To reinforce the teaching further, a Christmas scene was built on a table. It showed Santa Claus in his kitchen making fruit candies for the children of the world, his little helpers packing boxes with them, reindeer impatient to be off, snow, icicles, deep Arctic sky.

(Adapted)—by Mary Praffmann, Frances Stern in *Hygeia*.

## HEALTH TALKS BY RADIO

Broadcast over Station CKY at 4.30 p.m., by the Manitoba Department of Health and Public Welfare, the topics for the month of December are as follows:—

- Dec. 1—Bridging the Gap in Health and Welfare Work.  
 " 5—The Need for Hospital Care.  
 " 8—Prevention of Disease.

- " 12—Public Health Nursing.  
 " 15—Safe Food.  
 " 19—Sanitation.  
 " 22—Mothers' Allowance.  
 " 26—Legal Protection of Children.  
 " 29—Care and Protection of Children.

## Children's Page

### Your Best

It matters little  
 What people say,  
 If you are doing  
 Your best each day.

Tho folks are jeering  
 Who deem them wise,  
 Lo, they are seeing  
 With earth blind eyes

Tho high or humble  
 The ways you plod,  
 Your best is pleasing  
 The heart of God.

### EDITOR'S CHAT

#### My Dear Children:

This is Christmas month—the month of remembrance of kindness, of joy. To how many are you to bring joy because you remember them in a kindly way?

One of the easiest and best ways in the world to show kindness is by writing a letter. Is there not some one who would be made happier by receiving a letter from you—mother, father, your teacher, your school-mate, a friend far away, somebody who has made you happy? I am just wondering how many letters will go out from the children in the schools to people outside.

I don't think for a minute you will write quite as charming a letter as the one I am printing for you. It was writ-

ten by a little girl who when she was about a year and half old had scarlet fever, and lost her sight and hearing. For six years she lived in silence and darkness. Then a wonderful teacher taught her to understand and talk with her fingers, and finally to read and write and speak. We have heard her speak right in this city, and some of you may have read her "Story of My Life." Well, at ten years of age when it was nearing Christmas, she wrote a letter to a famous poet—Mr. Whittier. You have read some of his poems. When you read Helen's letter to Mr. Whittier, you will wonder how she could ever have such thoughts and use such wonderful language. The explanation

is this, that she never thought anything but lovely things, and never heard or used language that was not the best. So here is her letter, You will never write one like it, but yours will be just as good if you mean what you say and say it with all your heart at Christmas time. Will you not try?

South Boston, Mass.,  
Dec. 17, 1890.

Dear kind Poet:

This is your birthday; that was the first thought that came into my mind when I awoke this morning; and it made me glad to think I could write you a letter and tell you how much your little friends love their sweet poet and his birthday. This evening they are going to entertain their friends with readings from your poems and music. I hope the swift-winged messengers of love will be here to carry some of the sweet melody to you, in your little study by the Merrimac. At first I was very sorry when I found that the sun had hidden his shining face behind dull clouds, but afterwards I thought why he did it, and then I was happy. The sun knows that you like to see the world covered with beautiful white snow and so he kept back all his bright-

ness and let the little crystals form in the sky. When they are ready they will softly fall and tenderly cover every object. Then the sun will appear in all his radiance and fill the world with light.

If I were with you today I would give you eighty-three kisses, one for each year you have lived. Eighty-three years seems very long to me. Does it seem long to you? I wonder how many years there will be in eternity. I am afraid I cannot think about so much time. I received the letter which you wrote to me last summer, and I thank you for it. I am staying at Boston now at the Institute for the Blind, but I have not commenced my studies yet because my dearest friend, Mr. Anagnos, wants me to rest and play a great deal.

Teacher is well and sends her kind remembrance to you. The happy Christmas time is almost here! I can hardly wait for the fun to begin! I hope your Christmas Day will be a very happy one and that the New Year will be full of brightness and joy for you and every one.

From your little friend,

Helen A. Keller.

## OUR COMPETITIONS

We wish to thank these children for their stories: Mildred Johnson, Menisine; the children of Sapton School, Louis, Willie, Dan, Tom, Anne, Mary, Steve; the children of Cochrane School, Gordon McKenzie, George Lytle, Eldon Cheater, Alfred Wallace, Margaret Lytle, Marjorie Threadkill, Douglas Lytle, Z a y d a Lytle, Mac Cheater, Kenneth McKenzie, the children of Carlourie School (Miss Nazarevich, teacher), Frances Strange, Nicholas Dyck, Melinda Bolan, Annie Lipischak, Mary Slobodzian, Leslie Lipischak, Robert Porter, Steve Bolan, Mary Chievey, Peter Friesen, Violet Salmandyk, Violet Salmandyk, Victorian Belan, Paul Hulzat, Polly Bech;

the children of Bowsman River School, Blanche Soura, Marjorie Sharpe, Gertie Embury, Hilda Hinchliffe, Jean Gustavson; Vista, Kitty Baker, Vera Soura; Wooddale, Esther Johnson, Nina Elinor Olund; North High Bluff, Ruth Hansen, Elizabeth Thorkelsen, Velma Wiltin, Winnifred Thorkelsen, Jean Wiltin, Jack Wiltin, Marguerite Pelk, Billy Thompson, Charlie Murray, Percy Thompson, Elmer Thompson, Donald Thorkelsen, Gottfred Klotz; Avonlea, Annie Howell; McKay School, Irene Bradley, Elmer Treese, Walter Danielson; Pioneer School, Elma Buss, Eleanor Russell, Florence Russell, Hugo Russell, Raymond Pollard, Walter Otto; Wintergreen School, Alice Thibodian, Nor-

man Hayward; Perth Union School,  
**Harold Armstrong, Nellie Chickeluk,**  
 Blanche Shaw.

### The Prize Winners

The winners this month are Elma Buss of Pioneer School and Harold Armstrong of Perth School. We print their Compositions. The names printed in blackface have honorable mention. This is particularly true of Nellie Chickeluk of Perth School.

### Our Book of Games

This month we made a "Book of Games." First we made a list of all the games we know. Everyone had two different games to describe. If we had any mistakes we had to rewrite our description until it was all correct. After, we had to draw stick men to illustrate how the games are played.

Then we made a cover for the book. We put a border around it and we painted it brown. We pasted a picture on it. It was a picture of a boy ready to play football. The name of the book is "Book of Games for School."

We are going to send our book to another school and they will send us

their book so we will be able to learn some new games.

Elma Buss,  
 Age 13 years.

### The Red Cross Society

The Junior Red Cross is an organization of the schools to help children less fortunate than most boys and girls. We have had our branch going for a year and are launching on our second year. We are pleased to have the privilege of joining it. The Red Cross own large hospitals. They sell seals through the agency of boys and girls in the far scattered branches. Our branch is called the Union Sunbeams. We aim to sell a great many seals. The Junior Red Cross will help any needy local person who is recommended to help by a doctor or any one else. We have a birthday box and have already collected almost forty cents. We send tin-foil which is sold to a smelting company. The money is used for helping poor children. Personally the Red Cross is helping me to keep the health rules and therefore become a good citizen of Canada and the world. It is also helping me to learn that "It is more blessed to give than to receive." It makes me thankful that I am not a cripple nor blind and dumb.

Harold Armstrong.

### Time 4/4

### A Thanksgiving Song

s	đ đ s s	m - đ s	f m r d	s -- đ	t l s m	r đ t s	l m r fe	s --
s	r r m m	f - r r	s s f m	r -- s	đ đ s s	l - m m	f, r s t	đ --
đ đ đ đ	r - r r	m, s f m	r - - r	m r m, r	đ t đ, s	l r đ t	đ --	

We plough the fields and scatter the good seed on the land,  
 And it is fed and watered by God's almighty hand;  
 He sends the snow in winter, the warmth to swell the grain,  
 The breezes and the sunshine and soft refreshing rain.

All good gifts around us, are sent from Heaven above,  
 Then Thank the Lord, O thank the Lord for all His love.

We thank Thee then our Father, for all things bright and good,  
 The seed time and the harvest, our life, our health, our food,  
 No gifts have we to offer, for all Thy love imparts  
 But that which Thou desirest, our humble thankful hearts.  
 (Refrain as in first verse).

# Science—First Year Zoology

## HEREDITY

That every living thing has two parents is so obvious and so commonplace that few realize its significance in the great scheme of things; and yet it is so universal that it is the scheme of things. It is by parentage and not by mere propagation that there is provision for a new generation; not just perpetuation of the old generation. Parentage provides the fusing of traits and characters, and thus getting a variation suited to new conditions, by selection of the fittest. Parentage therefore is the machinery of evolution; and the chromosomes are the carriers of heredity,—the glowing embers that carry the fire from one generation to another. These chromosomes are the heredity material of every living cell. Humans have forty-eight. These are reduced to twenty-four in reduction division, as in all living plants and animals; that the half that carries on from either parent may be continued just as the carpenter must cut away half of each scantling in order to splice it. So nature has to reduce the chromosomes to one-half in each parent in order that

the splice may be of the same size and nature as before. This is the way sex cells are made, and every living thing, plant and animal has this reduction division in order to provide for the fusion of parentage, as a means of immortality and continuity as well as of evolution.

These chromosomes line up in regular manner and are dealt out much as cards are dealt from a shuffled pack, with absolute equality, one from either parent, for each organism carries both,—the contributions of its parents; therefore in reduction division the paternal and maternal contributions are separated in the gametes, to recombine with a new set from the other parent. Thus it is that there is a fifty-fifty inheritance from either parent, an equality that has only been recognized during the twentieth century. It is now fully recognized that the mother plays equal part with the father in hereditary contribution.

When black and white Andalusions are crossed the first generation is a mixture of black and white; and the second generation gives not only the mixture but the original black and white again, and so on through succeeding generations; so that the carriers of heredity do not change, due to contact being continued from generation to generation unchanged. It was the great discovery of Mendel and the crux of Mendelism, giving a three to one ratio when one trait dominates another as in colour and most characters. This is closely shown in the Fig. 2 showing the third generation from the original black and white Andalusians.

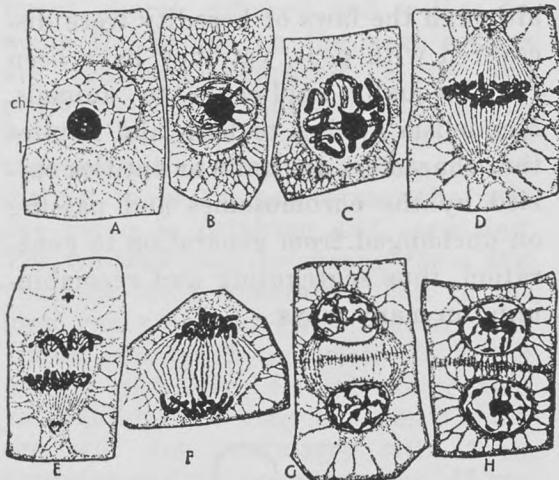


FIG. 4. Nuclear and cell division in the root of corn: cell with prominent resting nucleus (A). prophases of nuclear division, spirem (B) and chromosome (C) stages, bipolar spindle (D); early (E) and late (F) anaphases, telophases (G) and first evidence of cell-plate, location of cell-wall clearly defined (H). [After Curtis.]

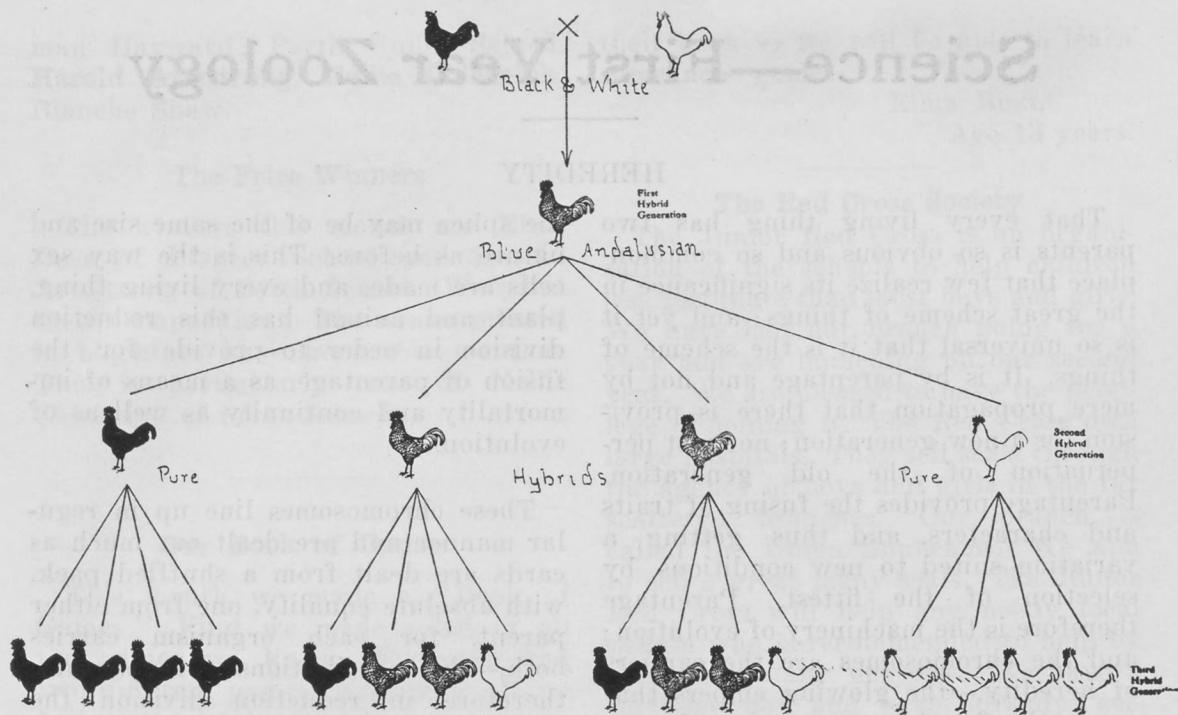


FIG. 2 - DIAGRAM TO ILLUSTRATE THE MENDELIAN INHERITANCE OF COLOUR IN THE ANDALUSIAN FOWL



We have very stubbornly resisted the fact that heredity is a reliable machine turning out exact copies in infinite detail. The grandchild may inherit hay fever from its grandmother, and whimsical eccentricities pass on like heirlooms unchanged. There is such uniformity in life and its laws that they apply to both plant and animal; and although the laws of heredity were discovered with peas, yet they have been found equally applicable to animals. Mendelism applies to both and implies that characters are units or entities carried by the chromosomes and passing on unchanged from generation to generation, thus segregating and recombining in many ways.

*W. Jackson*



## Trustees' Section

### A WORD TO TRUSTEES

Now just a word to school trustees. Some of you have made a great mistake. You may have been misled by false information, or may have been justly or unjustly suspicious that somebody was trying to deprive you of your honor in order that it might be centred in some higher power. All that is beside the point. What you did in throwing to one side without reasonable discussion the proposal to establish larger units of school administration was a great wrong to childhood. And it is children only that are to be considered in this matter, and not the children of the districts that are well established and debenture-free, but all the children of the province.

The thought that the province as a unit and that the people must rise or fall together has not yet fully taken possession of us. It is no more possible for people in one district to be intelligent, moral cultured and well-to-do, while the people on the next section are ignorant, depraved, crude and poverty stricken, than it is for one district to be healthy and the next one stricken with a virulent disease, or one district to be temperate and the next one given to drinking and carousing. The contrast may be strong for a few years or for a generation, but in the long run vice and crime, culture and virtue, overrun boundaries. To put it plainly you have no guarantee that your children or your children's children will not intermarry with those across your little boundary line. If you in all your planning are thinking of posterity you must have a wider outlook than your own district. It is as

necessary for you to see to the education of your neighbors in the next county as the neighbors on the next farm.

This, perhaps is a selfish view, so we may put it on higher ground. First of all, then, the children in the unfortunate districts, that is those where the rate is high and the ability to pay is low, are, as children, just a much entitled to receive educational privileges as your own. That is the meaning of a "free school education." We cannot rest with making it partly free. Equality of opportunity is the basic principle in a land that claims to be highly civilized. In the next place if we are thinking nationally we must agree that not only the lucky children but all the children must be adequately provided for.

So for the children's sake, your own family security and the permanent welfare of the nation you must see that educational privileges are extended to all.

Now under the present provision where local school boards are in control that is impossible. Everybody knows it. The appointment of official trustees proves it. With a larger unit of administration and a new method of support an infinitely better system of school organization and control could be effected.

The Board and the Inspectors could work together in obtaining and locating teachers. Often a teacher who is not suited to one district or one class of children might be very desirable and capable in another school; provision could be made for equipment, for

supplies, for community ventures, for introduction of studies or activities specially suitable to a whole community, for adult education, for parent-teacher organization, for supervision of adolescent activities, for library extension, for lecture programmes. "There is nothing so precious as individuality, but it must be tempered by contacts with generality." Possibly most will agree with the thought that is contained in this crudely-expressed sentence.

We feel that this problem of the larger unit must be considered again. Possibly Manitoba made a mistake in emphasizing consolidation of schools rather than municipal school boards; possibly there may be serious gaps in a system of consolidation that can never be bridged. Yet under municipal boards most difficulties could easily be solved. Of course this does not mean that the firmly-established schools in a municipality would have to support the weaker. A financial adjustment would be necessary. The Department of Education has to meet inequalities no matter what system is in force.

The fact that three hundred districts are now under the control of official trustees and that in such cases there is no difficulty in operation is surely suggestive. Nobody is asking that school boards elected by the public be done away with and official trustees put in their place. No one would wish centralization of that kind. But there is surely a better system, a system more in

accord with wisdom and justice, than that which is now in force.

Nothing illustrates this better than the action of some local boards at the present time in engaging teachers. We did not believe that in Manitoba there could be such bitterness as is manifested by some local school boards, nor such magnanimity as is evidenced by others. In a week we have heard of two teachers who were given notice of dismissal because they would not select boarding-houses named by the trustees. We have already reported cases of boards who have permitted outsiders to outbid perfectly competent teachers who were giving most satisfactory service. This could not happen were larger districts to select as trustees men and women with breadth of vision. We entrust government to those who are at least supposed to have ability and wisdom in matters with which they have to deal. It is altogether indefensible that when the administration of schools is in question that those who have no real insight, understanding or ability should be in control. If the Trustees' Association is in earnest let it work to have trustees appointed after an examination of fitness. It is not altogether an impossible suggestion.

And now to end with, this agitation for a larger unit is not just a new fad. It was advocated more forcibly in 1918 than now. The first address as far as we can remember was from Mr. S. E. Lang. His address was printed at the time. If necessary I think we can reprint it.

—W.A.M.

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## ARE THE TRUSTEES NOT QUALIFIED TO ADMINISTER SCHOOL AFFAIRS IN OUR PROVINCE

The ratepayers who are contributing towards the financial support of our Public Schools throughout the Province, are called, according to the provisions of the Public Schools Act, to elect some persons to represent them on the Board of Trustees, to conduct the school affairs of their respective Districts. Are the rate-

payers taking the same trouble and exercising the same care to select their Candidates for the office of School Trustee as they generally do in the selection of Reeves and Councillors? According to past experience they do not. Are the services rendered to the growing generation by the Trustees in their respective communities as

valuable as the services of Reeves or Councillors in their sphere of action? If I am permitted to express an opinion I will say that the ratepayers are not in a large measure fulfilling their duty in that respect, and I will produce evidence to that effect. We have at present 305 School Districts in the Province administered by Official Trustees, 103 administered by the Official Trustee of the Department of Education.

What is the reason why so many schools are administered by Official Trustees? In several cases we trace the cause to the incompetence of Trustees, to the fact that they are not conversant with the provisions of the Public Schools Act, pertaining to their duties: In other cases we trace the cause to the School Inspector who has applied the Regulations of the Department of Education too severely, with very little chance to appeal against his ruling except before a County Court Judge. We may appeal to the Department of Education, but in nine cases out of ten his action is supported by the Department. In other cases we are informed that the Department of Education is paying special grants to keep the Schools functioning. For this reason the Department takes the administration of these schools out of the hands of the Trustees in the Districts where the ratepayers are unable to contribute the amount in taxes required for the payment of their share towards the support of their schools.

We are living in an age where Democracy is threatened to disappear and to be replaced by a Dictatorship. If we look at the map of the European countries, we will at once see that outside of Great Britain, France and Swit-

erland, the balance of the countries are ruled by Dictators, and the sentimental wave of dictatorship is blowing towards our own country. We have often heard that education is the Mother of Democracy. If such is the case, time has arrived where the Mother is entitled to our sympathies because her offspring is greatly menaced.

Summing up the situation concerning the number of schools administered by Official Trustees, we will take the first category of schools which were taken out of the hands of the Trustee Boards through incompetence of its members. In studying the situation, one is led to believe that our Elementary system of education is at fault, if since it is in operation it has failed to prepare men capable of fulfilling the duties of School Trustees, and we should make all possible efforts to remedy the situation at once.

In the second and third categories, I am of the opinion that the great democratic principles so often enunciated by some of our educators are forgotten, when in some cases the Officials of the Department of Education are called to deal with some board of Trustees.

Mr. Editor, my purpose in submitting this letter to be published in the Western School Journal is to bring the matter above referred to the attention of my fellow School Trustees, and also to have some expression of opinion from some of them on the matter in your paper.

—J. A. Marion.

J. A. Marion  
P.O. Box 30  
St. Boniface, Man.

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# Suggestions for December

All teachers who have attended Normal School will have received suggestions for the Christmas season. Just as a reminder the following outline is given.

## Stories of Famous Men Born in December

**Whittier**—the Quaker poet. He is the man to whom Helen Keller wrote the letter (see Children's Page). He wrote "In School Days," "The Barefoot Boy," "Snow-bound." Parts of these could be read to or by the children.

**Phillip Brooks**—Just enough to say that he was a famous preacher and bishop who lived last century in Philadelphia and Boston. He was the most loved man of his time. Read and have children sing "O Little Town of Bethlehem."

**Beethoven** — the world's greatest musician (possibly). Began study of music while a baby. His father cross and dissipated. The boy at four could play piano and composed music. He was a professional player at 15. At 22 went to Vienna. Was recognized as greatest player of his time. Began to get deaf at age of 30. Never heard his best music. It expressed his thoughts and feelings. Tell the story of "The Moonlight Sonata."

**Louis Agassiz**—Lived early in last century. A great scientist and particularly a student of natural history. Born in Switzerland but spent later years in Eastern United States. It was to him Longfellow wrote the beautiful poem:

And Nature the Old Nurse took  
The child upon her knee,  
Saying "Here is a story-book  
Thy Father hath written for thee.

"Come, wander with me," she said,  
"Into regions yet untrod,  
And read what is still unread  
In the manuscripts of God."

So he wandered away and away

With Nature, the dear old Nurse,  
Who sang to him night and day  
The songs of the Universe.

And whenever the way seemed long,  
Or his heart began to fail,  
She would sing a more wonderful song,  
Or tell a more wonderful tale.

**Rudyard Kipling**—Enough to know that his home is England, but that he spent a long time in India, that he loved the sea as well as the land, that he knew the ways of armies, that he loved courage and right. Some books for children are "Jungle Books," "Just So Stories," and his poems and stories for older people are very many. Teacher might read some poems and tell stories from the books mentioned. Perhaps the older pupils might appreciate "Lest We Forget."

**Robert Louis Stevenson**—Born 1850 and died only nine years ago. The children's poet. Was very delicate as a child and had to spend much time in bed. His nurse "Cummie" was his greatest friend and told him stories and sang to him. He never forgot her and often mentions her in his poems. In summer he went to the farm and played in the hay-loft and drank sweet milk given by "the friendly cow all red and white." When older, he edited "The School Boys' Magazine." He loaned it to his playmates for a penny each. He couldn't go to school till he was nine years old, and was then too ill to attend regularly. He always carried two books with him—one to read and one to write in. When fourteen he went to sea and learned much that helped him later when writing "Treasure Island" and "Kidnapped"—two fine books for boys. Later, he went abroad to find a milder climate. Later he came to California, where he married Mrs. Osborne, and they went to live on Mount St. Helena near the Silverado River. Then he went back to Scotland but had to leave again

because of ill health. He settled in the South Seas on the island of Samoa. Here he wrote most of his lovely poems and stories. He was a great friend of the natives, who almost worshipped him. When he died they made a path to the top of the mountain he loved, and buried him there. Nearly every pupil can recite a poem of his, and the teacher could tell the story of "Treasure Island."

**Stories that might be told** by teacher or pupils: The Good Samaritan; David and Jonathan; The Prodigal Son; Thor and the Frost Giants (Mabie's, Stories Everybody Should Know); The Story of Ceres (Hawthorne's Wonder Book); The Ugly Duckling (Anderson); Bell of Atri; Damon and Pythias; Grace Darling; Philip Sidney; The Hero of Haarlem; John Maynard; Nurnberg Stove (Rainee); Heidi (Spyri); The Pony Engine; Picciola; The Bird's Christmas Carol; The Story of Little Tim.

#### Observation Lessons:

The snow and ice.

The evergreen trees with stories related to them.

The holly and mistletoe.  
The story of wool.

#### The Story of Christmas:

As told in the Bible.

Christmas in Germany, in Australia, in other lands.

An account of Bethlehem.

#### Pictures:

Sistine Madonna (Raphael).

Holy Night (Correggio).

Worship of the Wise Men (Hofman).

In the Temple With Doctors  
(Hofman).

#### Hand Work:

All teachers who have attended Normal Schools have had instruction here. Don't forget that gifts made by children themselves are most prized. There are Christmas cards, Christmas greetings, booklets, toys, useful articles. The materials used may be paper, cardboard, wool, cotton, silk. Old papers and magazines furnish pictures. Remember this:

"Not what we give, but what we share,  
The gift without the giver is bare."

## School News

### MARGARET JOHNSON MEMORIAL LIBRARY

On the second floor of the City Library on William Avenue, is located the Margaret Johnson Memorial Library, a professional library for teachers, containing about seven hundred volumes many of them in duplicate. It was founded November 25, 1921, in memory of Margaret Johnson, a well-known pioneer teacher of early days, sister-in-law of the equally well-known J. H. Mulvey and a teacher for thirty-nine years in city schools. At the same meeting was founded the Mary McIntyre Library for the Blind.

The Margaret Johnson Library had no fixed abode until about six years

ago when it was housed in its present quarters.

The books are in a special case and may be procured by applying at the counter for the keys, choosing the books required and having them entered on a membership card. There is no fee.

Although catalogues have been sent to all the schools additional copies may be secured at the counter. Miss Belle Paterson of the Reference Department is in charge of the Teachers' Library.

The library is supported by grants from the Winnipeg Teachers' Association voted at their annual conventions.

## NEWS FROM THE FIELD

Miss H. Bergstrom has been engaged as teacher in the Centennial Elementary School, West Kildonan, to replace Miss Grout, resigned.

Teachers on the staff of the Miami school this term are, J. C. Stewart, principal, Miss M. Burnett, Miss G. McInnis and Miss S. K. Hardy.

School in the Hawkins School District, Glenboro, is in operation again this year. Miss Irene McKenzie has been engaged as teacher there.

Mr. Frederick A. Hodgkinson has been engaged as assistant on the staff at Tyndall for the remainder of the school term. Mr. G. H. Duncan will take the position as Principal. Mrs. I. Blair, Miss Naida Boyaniwsky and Mrs. I. Pearson are in charge of the Intermediate and Primary grades.

Miss Dorothy L. Maguire will replace Miss E Sillery as teacher in the Tenterfield School District for the remainder of the school year.

Miss Marguerite Oastler is in charge of the primary work in the Garson School District this year.

Miss Isabella Balfour of Manitou is teaching in the Orange Hill School District, Thornhill.

Miss Dorothy Wright is in charge of a room in the Ashern School this term.

Miss Jessie H. Prucey is the teacher in the Loon Straits School District this year.

Miss Cecila Smillie has been engaged as teacher at the Grand Rapids School for the current term.

Miss Katherine N. Tomick is in charge of the school recently opened in the Birch Point District, Koostatak.

Work in the school at Grosse Isle is being conducted by the Misses Margaret Fraser and Edith Tait.

Mr. Peter Buhr, formerly of Hartney, is now principal in the school at Altamont.

Miss Jean M. Avery, formerly of Crystal City, has joined the staff of the Carman Collegiate for the term.

Miss Beulah McNiven, formerly of Elva, is this year in charge of the

secondary work in the school at Woodnorth.

Miss Helen L. Dobson is this year teaching in the Assiniboine School, St. James.

Miss Mary G. Roberts has charge of a class in the Britannia School, St. James.

Mr. Chas. W. Havelock is a teacher on the staff of the Killarney Collegiate this year.

Miss Phoebe Boughton, formerly of the Killarney Collegiate staff, is this year teaching in the Brickburn High School, Gilbert Plains.

Miss Anna Huitrick is in charge of the classes in a school recently opened in the Wekusko district near Laurier.

School in the Postup district, Roblin, re-opened October 16th, with Miss Joan Belcher as teacher.

School in the Amana district, Lakeland, was re-opened this term. Miss Alma H. Smith is the teacher there.

The following staff has been engaged to take charge of the classes in the Erickson School District this year: Robert S. McGill (Principal), Jas. Bate-man, Ethel Jury, L. Ruth Cassidy.

Mr. Walter Bilych is in charge of the work in the Franko School District, near Vita, this year. This is Mr. Bilych's fourth term as teacher in this school.

Miss Vera March is teaching the Primary Grades in the Manitou School this term.

Mr. John B. Kines, formerly of Ontario, is a teacher on the staff of the Goose Lake Collegiate, Roblin.

Miss Bertha Heyes is this year in charge of the intermediate grades at Kelwood.

Mr. Peter R. Stewart is the principal of High Bluff Village School this year. Mr. Ferris C. Metcalfe has charge of the junior room.

Mr. Louis Genron, formerly of Point du Bois, is this year in charge of the secondary work at Dominion City. Other teachers on the staff are Mr. Harry Sharpe, Miss Doris Goodall and Miss Charlotte Lynch.

Mr. John O. Wilson, formerly of Souris, has this year been engaged as principal of the Oakner School.

Miss Dorothy M. Sheldrake, Winnipeg, has again taken up her duties as teacher in the Malonton (Rural) School. Miss Sheldrake has been in charge here since January, 1927. Miss Evelyn Urry is in charge of the Village school in this district.

Mr. K. D. Bruce, formerly of Ebor teaching staff, has been engaged as principal of the Tummell School, Roblin. Assisting him on the staff are Mr. F. L. Goodwin and Miss Winifred Bruce.

Mis Ruby Magee is in charge of the Intermediate room in the Roland School for the term.

Teachers in charge in the Green Bay district, Beausejour, are Miss Elsie Ritchie and Miss Helen Lodge.

Miss Wilma Sutton is principal in the Dand School this term. Miss Mary Anderson has charge of the junior grades.

Classes were resumed in the Headingley School for the fall term, the Misses Aileen Gunn and Jessie Iverach in charge.

Miss Clarence Tibbats, formerly of Miniota, has been engaged as principal of the Solsgirth School this year. Assisting on the staff are the Misses Edith Bonner and Wilma A. Fisher.

Classes in the Ridgeville School are this year in charge of Miss Lois May Falloon and Miss Annie McKinnon.

Among the teachers who are new to the profession this year we note the following:

Anna Klassen in the Marne School District, Ashern.

Dora M. Perry in the Fox School District, Fairford.

Kathleen Dewar in the Old Dauphin School District, Dauphin.

Audrey Wyatt in the South Head School District, Oatfield.

Vera Lamont in the Cassandra School District, Treherne.

Mildred McLeod in the Crystal River School District, Mather.

Florence Brownstone in the McDermott School District, Carman.

Reita McMillan in the Millan School District, Terence.

Lillian R. Worthington in the West Rosser School District, Rosser.

Jona M. Sigurdson in the Arnes School District, Arnes.

Evelyn Browton in the Butterfield School District, Pierson

Ellen Arngrimson in the Geysir School District, Arborg.

Effie Koroluk in the River Ranch School District, Rosa.

Mary E. Crabbe in the Mountain View School District, Neepawa.

Olavia Palsson in the Rock Hill School District, Lundar.

Haldora C. Sigurdson in the Vestri School District, Arborg.

Irene M. Darkes in the Mill Creek School District, Poplar Point.

Marjorie Aldis in the North Antler School District, Lyleton.

Audrey Rhind in the Paulson School District, Dauphin.

Verna Woods in the Beresford School District, Beresford.

Mabel Maloney in the Overdale School District, Kaleida.

Marjorie Scott in the Victory School District, Altamont.

Irene Vince in the Idylwild School District, Ashern.

Agnes Kilford in the Elm Valley School District, Cromer.

Marguerite McDowell in the Middlebro School District, Middlebro.

Mary A. Slyzuk in the Pulvers Lake School District, Sandy Lake.

Marion Todd in the Waterloo School District, Goodlands.

Bernice Aitken in the Winona School District, Shortdale.

Hilda Grainger in the Turtle Plains School District, Norgate.

J. Bond Whitmore in the Clarkleigh School District, Clarkleigh.

Jacob J. Peters in the Halbstadt School District, Halbstadt.

Fred P. Fraser in the Ekford School District, Solsgirth.

Harry Pentland in the Westmount School District, Erickson.

Arthur Preston in the Copperfield School District, Pilot Mound.

George J. Gamey in the Shell Vale School District, Roblin.

Robert Reid in the Maple Hill School District, Grand Clairiere.

Charles Madder in the Ingleow School District, Ingleow.

Michael Sawchuk in the Asquith School District, Pulp River.

Donald Hayward in the Beautiful Valley School District, Oakville.

Rhinehart Friesen in the Winkler School District, Winkler.

Riley J. Alley in the Barrick School District, Headingly.

## Teachers' Convention

### FOLK SONGS FOR SCHOOL

At the meeting of the teachers of Mr. Gordon's Inspectorate, Miss L. May McInnes, B.D., gave a demonstration of songs with a class of twenty-four children. We take pleasure in printing her statement:

"Folk songs are I think bound to be good musically, for they have stood the test of time. They are simple in character and tune, and the subject matter is usually very suitable for children. The folk songs sung by the children were, "Morning Song," "Early One Morning," and "The Keeper," contained in "The Vacation School Song Book,"

published by the "National Committee on Vacation Schools."

The other songs, which are really arranged for rhythmic action are taken from a delightful book of nine songs, "Rhythmic Pictures with Song and Action," by Nessie Elder and Robert McLeod, published by Boosey and Co., Ltd.

In working with the boys especially I find the singing of inestimable value; if care is taken to choose real boys' songs they enjoy the singing to the full, and that experience is one which makes for closer understanding between the boy and the teacher.

### THE PLUM COULEE CONVENTION, OCTOBER 5 AND 6

The teachers of Rhineland-Stanley met in Plum Coulee this year for their annual convention which, in numbers in attendance and special interest, was one of the best in the history of the Association.

After the usual opening with a hymn and prayer, the convention was welcomed to Plum Coulee by Mayor C. Unger. Mr. J. G. Feller of Rosenfeld replied to the address of welcome.

Mr. E. K. Marshall addressed the gathering on behalf of the Manitoba Teachers' Federation, explaining what the Federation had done and earnestly appealing to the teachers to support their own organization.

Mr. Peter Brown, of Gretna, in his presidential address spoke on "The

Teacher's Commission." The call to the teacher comes from the schoolboard, the parent, the country; his or her authority from the Department of Education; but not only from these but first and foremost the teacher's call and authority comes from God. The responsibility of the teacher is to blend race and creed, to develop character and to infuse into the child a noble and holy purpose.

Mr. Marshall briefly spoke on the aims of "Education Week" and asked the teachers' co-operation to make it a success.

A demonstration lesson in primary reading was given by Miss Josephine Uhrich. Before calling upon her class, Miss Uhrich gave a short talk on the

teacher's and the pupil's preparation of the reading lesson. The lesson read was "The Jackal and the Alligator." Silent and oral reading were combined in the recitation period. Mr. P. A. Rempel, in opening the discussion, commended Miss Uhrich on the way she had aroused the interest of the pupils and on the way they were being taught to get the thought from the printed page.

A paper on "The teaching of Composition in Secondary Schools" was read by Mr. John Gardner, Principal of Plum Coulee. He showed: 1, what can be done to stimulate the pupils' interest in composition; 2, the value of composition; 3, where material for composition can be obtained. Mr. Frank Brown of Winkler opened the discussion by pointing out some of the difficulties met with in the teaching of composition.

Following the afternoon session there were sports on the schoolgrounds. A team of teachers defeated a schoolboys' team in a game of softball.

There were two addresses in the evening, one by Mr. J. E. Suderman on "My Trip to the Century of Progress," illustrated by movies, and one by His Honor Judge Hamilton of the Juvenile Court, Winnipeg. Judge Hamilton spoke on "A Newer Justice." He described the powers of the Juvenile Court, cited causes and cases of delinquency, and pictured several types of delinquents.

Mr. J. R. Walkof, Principal of Winkler, presided at the meeting. Musical numbers were rendered by Miss Lily Alt and Miss Ruth Brown.

On Friday morning, Mr. J. E. Dyck, Greenfarm, read a paper on "A Time Table for Rural Schools." He emphasized the value of a time table if adhered to; he also dealt with the time tables which are given in the curriculum. The place where it is kept is also important. Sometimes the time table is so hidden that it takes much searching to locate it. The discussion, opened by Mr. J. D. Adrian, was an interesting and a keen one. A motion was made by Mr. J. R. Walkof that a committee be

appointed to apportion the time for the various subjects on the curriculum. The motion, seconded by Inspector G. G. Neufeld, carried and a committee was appointed to consist of the following members, viz., Inspector Neufeld of Morden, Mr. J. S. Walkof of Blumstein, and Mr. P. D. Reimer of Altona.

An interesting part of the convention was the singing of groups from seven of the schools in the vicinity. There were pupils from Steinreich, teacher Mr. H. M. Friesen; from Blumfeld, teacher Mr. H. H. Rempel; from Greenfarm, teacher Mr. J. E. Dyck; from Thames, teacher Miss Reimer; from Kronsgarth, teacher Mr. N. G. Neufeld, and from Kleefeld, teacher Mr. J. N. Hoeppner. The singing was a splendid demonstration of what can be accomplished even in a rural school. The teachers were quite enthusiastic about this part of the programme and voted to have this feature at conventions in the future.

Leonard Buhr, one of Miss Janzen's pupils from Gretna told the story of "Little Black Sambo" in a manner which almost made one think he had seen the events described in the story. In a story telling contest he would be an opponent hard to beat.

The first part of the afternoon session was taken up with a discussion of the "Teachers' Outline." This is an outline of most of the subjects taught from Grade III. to Grade VII., viz., reading, arithmetic (including Grade VIII. Maths.), geography, history, physiology, grammar, science, literature. The outlines are made for the school year by committees of teachers and are printed in a suitable form by the inspector. The work is divided into nine parts and tests are set by teachers who send them to the inspector. The latter prints them and mails them to those teachers participating in the project. (at present approximately seventy-five in number). A record of the marks is kept and is given to the inspector at the end of the term, with a brief summary of the pupils as to their ability, attitude towards their work,

health, etc. The discussion dealt with a revised "Outline."

The scheme was suggested by Inspector Neufeld over two years ago and carried out with the co-operation of the teachers of this Association. It has met with success and in all probability you will, sooner or later, read more of the project in these pages or in those of other educational magazines.

A report card which would meet the needs of the teachers of this division was also discussed. A committee which had been working on one reported to the convention. Various alterations and additions were suggested and approved and the completed card handed over to a stationer who was present, and who undertook to have them printed for the teachers.

Dr. A. F. Menzies of Morden gave an address on "Guarding the Health of Rural School Children," touching upon the various ailments which were found in certain localities, stating the causes and how infection was being spread.

Dr. C. W. Wiebe, M.L.A., of Winkler, was present and opened the discussion.

Dr. H. W. Epp, of Morden also was present and added to what had been said by the other two medical men.

The evening session was quite interesting with an address by Mr. W. C. Miller of Gretna on "What I look for in a Teacher" and one by Mr. J. S. Walkof of Morden on "What I look for in a Trustee." Mr. Mingay of the Department of Education spoke on "Ideals in Education" and Mrs. S. A. Brown of Plum Coulee, President of the P. C. Women's Institute, spoke on "The Women's Institute," Inspector Neufeld presided at this session.

A lunch was served by the members of the "Institute" at the conclusion of the session.

The officers for the coming year are: Hon.-President, Mr. T. G. Finn, Morden; President, Mr. J. R. Walkof, Winkler; Vice-President, Mr. P. D. Reimer, Altona; Secretary, J. N. Hoeppner, Klee-feld; Executive Committee, Miss A. Krause, Gretna; Miss Helen Derksen, Winkler; Mr. Paul Schaefer, Wells; Auditor, Mr. J. E. Suderman, Alt-Bergthal.

### WESTERN MANITOBA TEACHERS' ASSOCIATION

It is a pleasure for the Journal to be able to print the history of the Western Manitoba Teachers' Association. In this issue the report of the committee that wrote the history is given. In next issue the story of the first ten years will be given. The history after that date is written in the minute book.

The golden anniversary meeting was quite impressive. There were present over eight hundred teachers. This included sixteen past presidents. Greetings were extended by six of these—the oldest being Senator Schaffner.

#### **Report of the History Committee**

Brandon, Man.,

September 22nd, 1933.

G. H. Robertson, Esq.,  
President.

Western Manitoba Teachers' Association,  
Brandon, Manitoba.

Sir:

We beg leave to submit the report of the History Committee.

Owing to the loss of records previous to 1905, we have given, as far as possible, details of the conventions previous to that date, and have indicated some of the problems that have confronted the members of the Association in their labors of fifty years.

J. Boyd Morrison, Chairman.

H. V. Bell.

T. A. Neelin.

The background of Education in Manitoba in the fifty years covered by the labors of the Western Manitoba Teachers' Association divides itself naturally into three periods.

The fifteen years following the organization of the Association constitute the first period.

The main educational problem in this period was the battle against illiteracy among the children of English speaking pioneers. Development was rapid, but the main concern was elementary education. Reverberations of the Manitoba School Question reached the conventions at times in the early nineties, but the controversy had slight effect on the work in the classrooms.

Teachers, however, made every effort to keep in close touch with educational thought elsewhere, as instanced by the bringing of prominent educationalists from Eastern Canada and other countries to conventions here. Teachers foresaw, also, the need of extending high school opportunities, and studied to improve the elementary school programme. The Advisory Board was organized in 1890 and was given full control of elementary education so that pupils should be better and more uniformly prepared for high school work.

High school work developed rapidly in Winnipeg and Brandon in the eighties. The Institute of Portage la Prairie closed in 1884 for financial reasons, and did not open again until 1895. In the year 1885-6 only forty-nine students were taking Matriculation in Winnipeg, and two in Brandon. In addition to this, forty-five in Winnipeg and thirty-seven in Brandon were taking courses with the object of teaching. Thus it can be seen that the concern of education during this period was mainly elementary education.

On the administrative side, organization of districts proceeded rapidly, and schools were promptly provided in new settlements.

The battle against illiteracy was, in a large measure, won by the end of this period.

The second period, which lasted until the war time, was marked by an increasing complexity of educational problems.

The problem of illiteracy had to be faced again in complicated form, owing to the influx of a large number of

foreign speaking immigrants. An attempted solution was special training schools for foreign speaking teachers.

There was an increased need for high school teaching. In the two years from 1905 to 1907, nine high schools were opened, and the numbers continued to increase rapidly, requiring the need of a permanent high school inspector. Consolidation of schools met the needs of rural children for higher training.

Inequalities in taxation for school support called forth protest, and increased municipal grants were given to lessen this inequality to some degree. An innovation, the Municipal School Board of Minota, demonstrated the value of this type of organization. The Manitoba Trustees' Association, organized at Brandon in 1906, has, under wise leadership, contributed to the improvement of school conditions.

The development of Junior High Schools, the development of Trade and Technical Schools, and the modification of the programme to meet the needs of children in a changing society, also mark the end of this period.

These problems carried over into the post-war period. In spite of difficult economic conditions the gains have been largely maintained. Correspondence High School courses, in the interest of rural pupils, are of recent date.

The teachers of to-day continue to show a splendid spirit, maintaining a cheerful atmosphere in the class rooms despite low salaries and difficult conditions. The Manitoba Teachers' Federation, organized in 1919, has had wise leadership, and has had considerable influence in raising the status of teachers.

During the whole period of fifty years, the guiding principle in all efforts and changes has been the interest of the children to be served. We may well honor the men and women, who, in past years, have made splendid contributions to progress and maintained high ideals and a broad outlook in the education of Manitoba children.

### Western Manitoba Teachers' Association

#### Organization Meeting.

The Western Manitoba Teachers' Association was organized on Friday, February 2nd, 1883. The organization of this Association was the result of a decision of the Provincial Teachers' Association to hold its annual meetings in the month of August. It was hoped that the Provincial Association might gain a larger attendance in this way, and might obtain assistance from eminent educationalists visiting the province at this time. It was believed that the objects of the semi-annual meeting, could be, to a large extent, accomplished by the formation of local Associations.

Opportunely, at this juncture, a movement was entered into spontaneously on the part of the teachers of the Western portion of the Province, for the establishment of an Association for that district, and the Superintendent of Education was invited to be present at the instituting of that organization. Ven. Archdeacon Pinkham, the superintendent, accordingly left Winnipeg for Brandon on Friday morning with this object in view, and was accompanied at his request by Mr. Somerset, Inspector of the City School. On arriving at Brandon, they found nearly twenty teachers assembled, some of whom had travelled long distances. One gentleman in particular had walked twenty-five miles, in the latter fifteen of which he had been accompanied by another teacher.

The Association was duly organized, the following officers and executives being appointed:

President—Rev. Mr. Boydell, Brandon, Inspector of Schools.

Vice-President—Mr. Lamont, teacher of Brandon.

Secretary-Treasurer—Mr. Jeffry.

The Association was to be known as the "Teachers' Association of Western Manitoba." It was purposed that the meetings should be held in succession at Brandon, Rapid City, and Minnedosa.

On Friday evening Ven. Archdeacon Pinkham delivered an address to the teachers, a number of the citizens, including the mayor, and several members of the School Board, in the new school-house, then just approaching completion. The speaker made reference to the growth of Brandon, and the school, which numbered 250 pupils on this occasion, compared to 30 pupils just one year before. He further spoke of the resources of the Province and the school lands, and expressed the hope that funds from these sources might be available for education.

On Saturday the newly formed Association took up the subject of the teacher's practical work in the school room. Mr. Somerset made observation on the teaching of Reading and Spelling. Mr. Lent, and Mr. Shaffner of Rapid City, read excellent papers on their subjects.

During this year, 1883, standard time was adopted throughout the Province, and the Brandon Board of Trade was incorporated.

(To be continued)

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#### A CORRECTION

In the issue of October in an article by Dr. Lorne Pierce on "Education in a Democracy," occurred this sentence, "Yet the other day in Toronto a technical school bought a \$10,000 machine and consequently had to dispense with courses in music because of

depletion of the government appropriation." Dr. Pierce wishes to have this corrected to read "The other day in Ontario a technical school bought a \$6,000 machine and consequently had to curtail courses in music because of the depletion in government appropriation.

# Selected Articles

## THE RETURN OF A NATIVE

An annual round-up is under way at Wainwright, Alberta. To the accompaniment of high-pitched yells of the cowboys and the swift drumming of the cow ponies a thunder sweeps across the prairies.

A cloud of dust billows skyward from the stampede of 6,000 buffaloes. Ostensibly they are coming out of the far reaches of the reserve to the corrals and the annual thinning out process by which 1000 young animals are chosen for shipment to the vast area set aside for them in the Northwest Territories. But, to those who know their story, they are thundering out of the past, stampeding out of a page of history in which their doom was penned. Behind them lie the massacred legions that fell before the hunters on the plains from the Great Slave Lake to Mexico. The greed of man for pelts had written extinction across the story of the bison.

When the Canadian Government bought the last buffalo herd, a handful of 709 animals, the little remnant of unnumbered millions, men acclaimed the attempt to save the bison from extinction, even while they shrugged in tolerant doubt. The buffalo was gone.

The few hundreds in the parks and reserves meant little more to them than museum copies. Picturesque, but hardly practical, was the verdict of the average man on the effort to save the herd.

The Canadian Government bought that herd some twenty-five years ago. To-day the record of achievement silences the doubters, and sets a new high in the possibilities of conservation. To-day in the 17,300 square miles set aside for them in the Northwest Territories, over 15,000 buffaloes are roaming and multiplying. From the Wainwright reserve comes an additional 1,000 head a year, the annual overflow from the 5,000 kept there. If left alone, experts say, the present herd within a comparatively short time would equal in proportions the legion that once made a continent their grazing ground.

So it is that the 6,000 bison that to-day shake the earth at Wainwright and throw a mountain of dust skyward are stampeding out of the past, out of the wasteful, predatory era of the hide-hunters into a present where they will be governed by conservation and be appreciated by men.—Christian Science Monitor.

## HOME

"What a price we pay for being animate! The inanimates cannot care:

When I go  
When I leave my clearing  
None will know.

When I leave  
It is I, not the hemlocks,  
That will grieve.

It is I,  
Memory-stoled, who look backward  
With a sigh.

Memory-stoled,  
Day will share night's long slumber,  
As of old.

"Leaving is hard, for the myriad years of primeval man in me struggle, in their nostalgia, against ten years of keeping post office. Leaving is harder each year, for:

My roots have gone down in this ancient land,  
This solemn country above the plain,  
Whose swift white rivers are bright  
with sand,

Whose summits cradle the snow and rain.  
I have cleared me a space in the forest deep  
For the sun to fill while the spruces keep  
Watch over waters that sleep, and stand  
Guard by my dim domain.

The soft slow air and the whispering tree  
Play their mysterious interludes,  
Green-centuried hills are my company,  
They shoulder me up on their granite moods;  
I sit by my tent like a man who lives  
Forever host to those fugitives

Dawn, and the dusk that gives to me  
Peace and her certitudes.

My heart is washed of its dust, and care  
Drifts like a mist upon the wind.  
Earth! Keep me here till the birch is bare,  
And summer has left us far behind;  
Here would I stay where the forest weaves  
Thy winter cover of sifting leaves,  
Where none who has known thee grieves, and where  
Sleep is exceeding kind."

—T. Morris Longstreth.

## Departmental Bulletin—Continued

### Promotions for Students in Grades IX. and X.

In Grades IX. and X. promotion is made by the recommendation of the teacher and the approval of the Inspector. Provision is made for students who are not in attendance at school to take their work under the direction of the Correspondence Branch of the Department, and we wish to make it clear that students who are not taking the work in the school and who wish to obtain promotion must register with the Correspondence Branch if they desire to secure the standing necessary to permit them to proceed to the work of the next grade. Inspectors and teachers who know of such cases should advise the students concerned that they will not obtain standing unless they put themselves under the guidance of the Director of Correspondence Courses.

### Pupil Report Cards

This is to remind Principals that the Department does not require a report

of supplemental marks in Grades IX. and X. until next June. Supplemental marks will be reported to the Department in June together with the student's record for the year. A form will be provided for the complete record of all students in Grades IX. and X. We wish to point out to Principals that the new Pupil Report Card will take the place of the official statement previously issued by the Department in July. Statements of marks for the subjects of Grades IX. and X. will not be issued by the Department in future. At the end of June students will receive from the Principal their "Pupil Report Card" showing the standing granted.

### Holiday Rates

Teachers in charge of schools can get tickets to any point in Canada for one and one-quarter fare. Write to Mr. Parker, Canadian Passenger Association, 320 Union Station, for certificate. This is necessary.

# CHRISTMAS SUGGESTIONS

This is a hard year and people have not much money to spend. With this in mind the Editor visited the show-rooms of two of our advertisers, and here are some things he found.

## CURRIE EQUIPMENT COMPANY

(McIntyre Block)

Leaving out of account the general stock in trade as shown in the catalogue, and which includes practically everything the school requires, here are a few things that would be useful as aids:

Reading and Imaginative Drawing 40c; Composition Tests 40c;  
Picture Matching 20c; Pictorial Composition Cards 20c;  
Individual Work Cards 25c; Modelling Cards 25c;  
Drawing Models—8 sets at 50c; Fine Art Composition 50c;  
Word-Picture Game; Color Discs 20c; Calendars to Color 15c;  
Cards to Color (8 sets) at 15c; 500 Silhouettes 35c;  
Blackboard Designs, 12 designs 25c; Tint Paper in packages 8x8 or  
4x4 at 25c and 10c;  
Rough Drawing Paper, grey, 9x12 and 6x9 at 25c and 15c;  
Plain Cards, 110 for 20c; Read and Do 35c;  
Picture Stories, 14 for \$1.25 (for Composition);  
Number Seat Work, II. and III., 25c each.

## RUSSELL, LANG COMPANY

(Somerset Building)

Here were found:

Christmas Cards, assorted, from one cent to one dollar.

Story Books from five cents to five dollars.

Games—in paper, cardboard, wood, wire, from ten cents to fifty cents.

Among the games are authors, halma, dominoes, jig-saw puzzles, cross-word puzzles, geography contests.

Kindergarten supplies—all kinds.

The manager called attention to some new books:

A Picture History of Canada—48 colored plates, \$2.75.

A Teacher's Notes on Nature Study, 90c.

Roget's Thesaurus (new edition), \$1.20.

Child Guidance (Reaman), 90c.

Elbert Hubbard Scrap Book, \$1.25.

A Modern Encyclopaedia for Children (755 pages, illustrated), \$1.98.

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